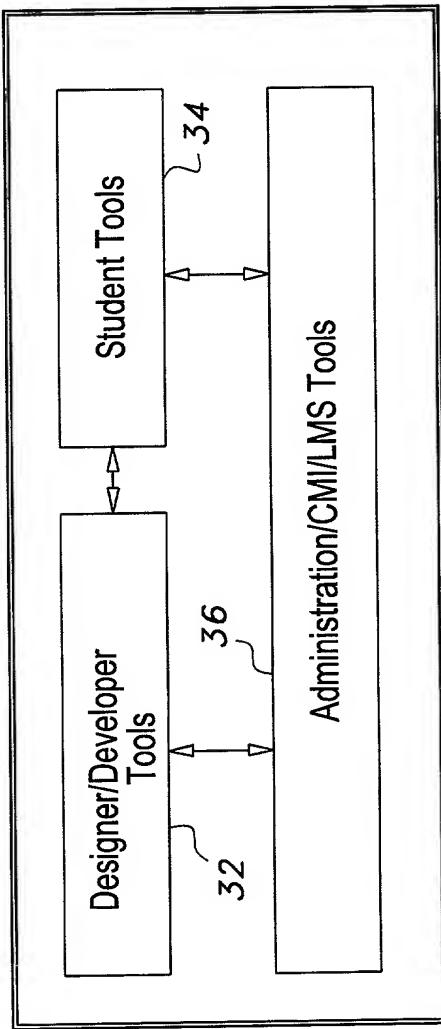


# *Architecture and Infrastructure/Framework*

## Archistucture™



*Fig. 1A*

# Designer/Developer Tools

## Architecture and Infrastructure/Framework Archistructure™

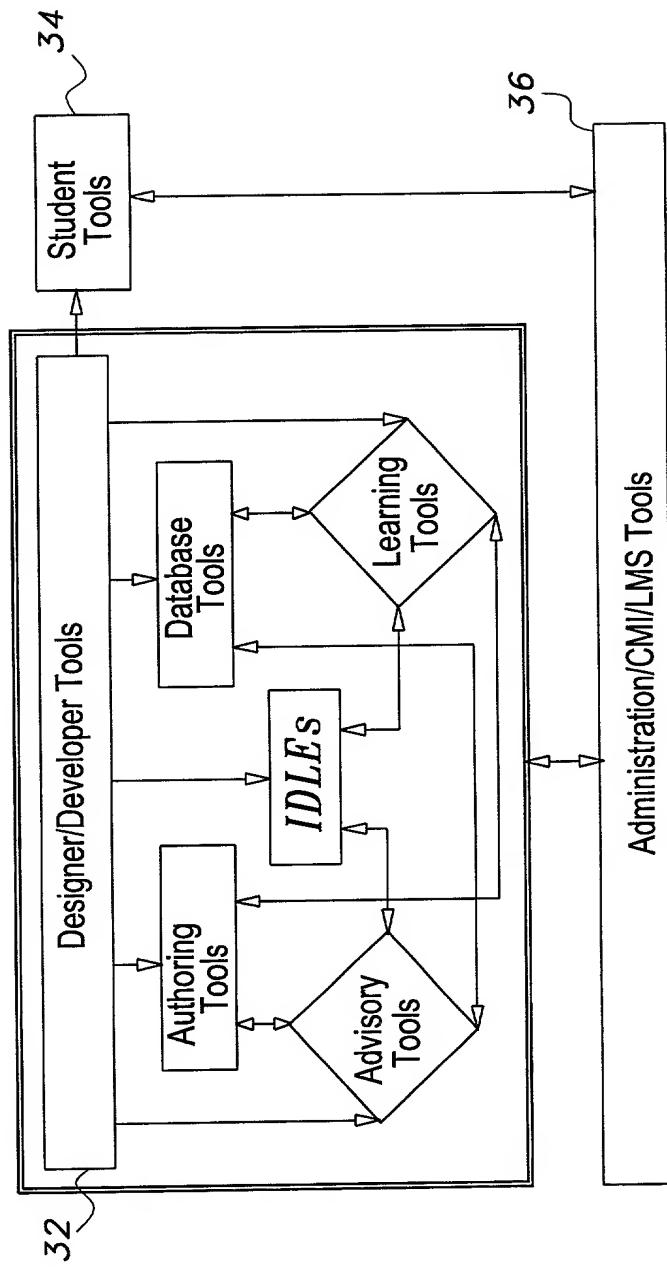
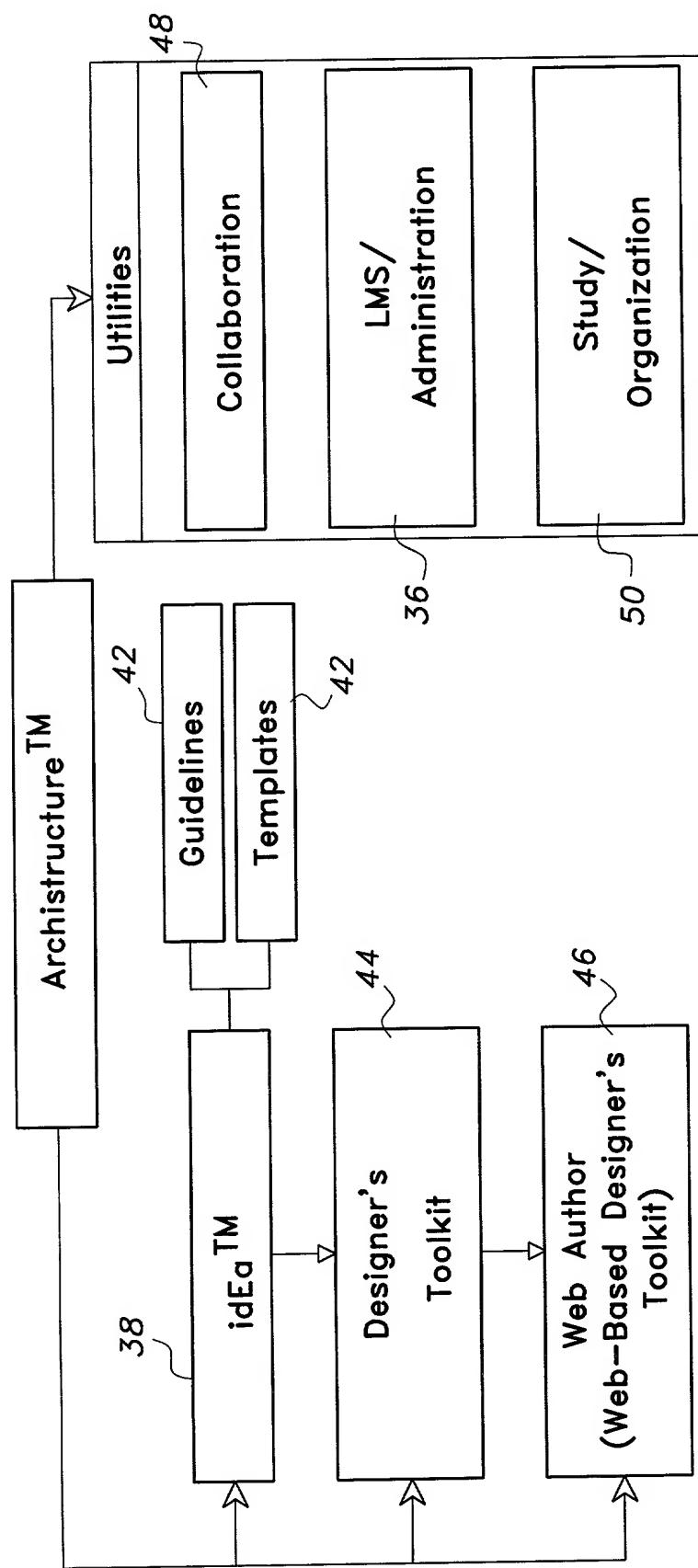


Fig. 1B

*Fig. 1C*



## idEq™ Architecture and Infrastructure/Framework

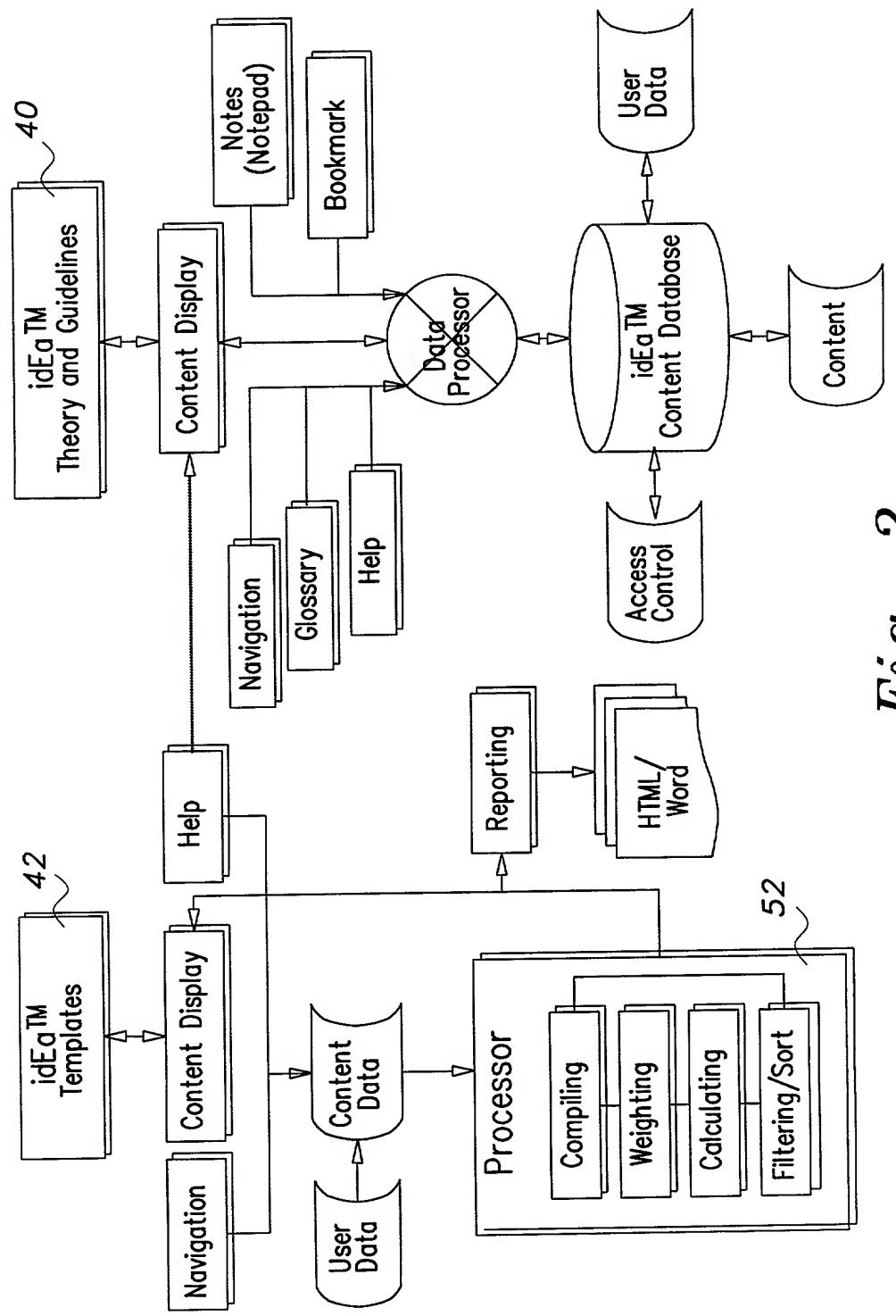


Fig. 2

52

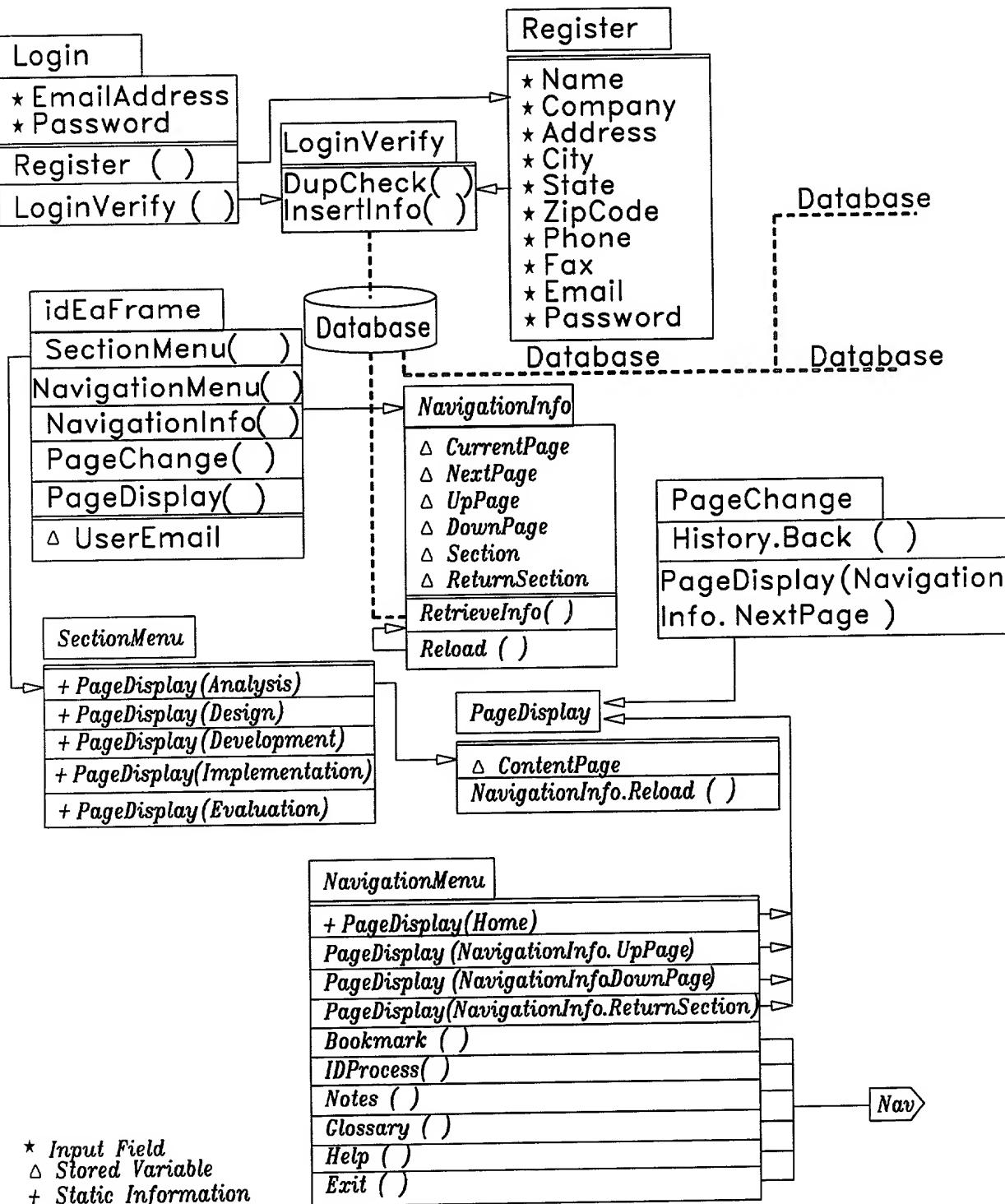
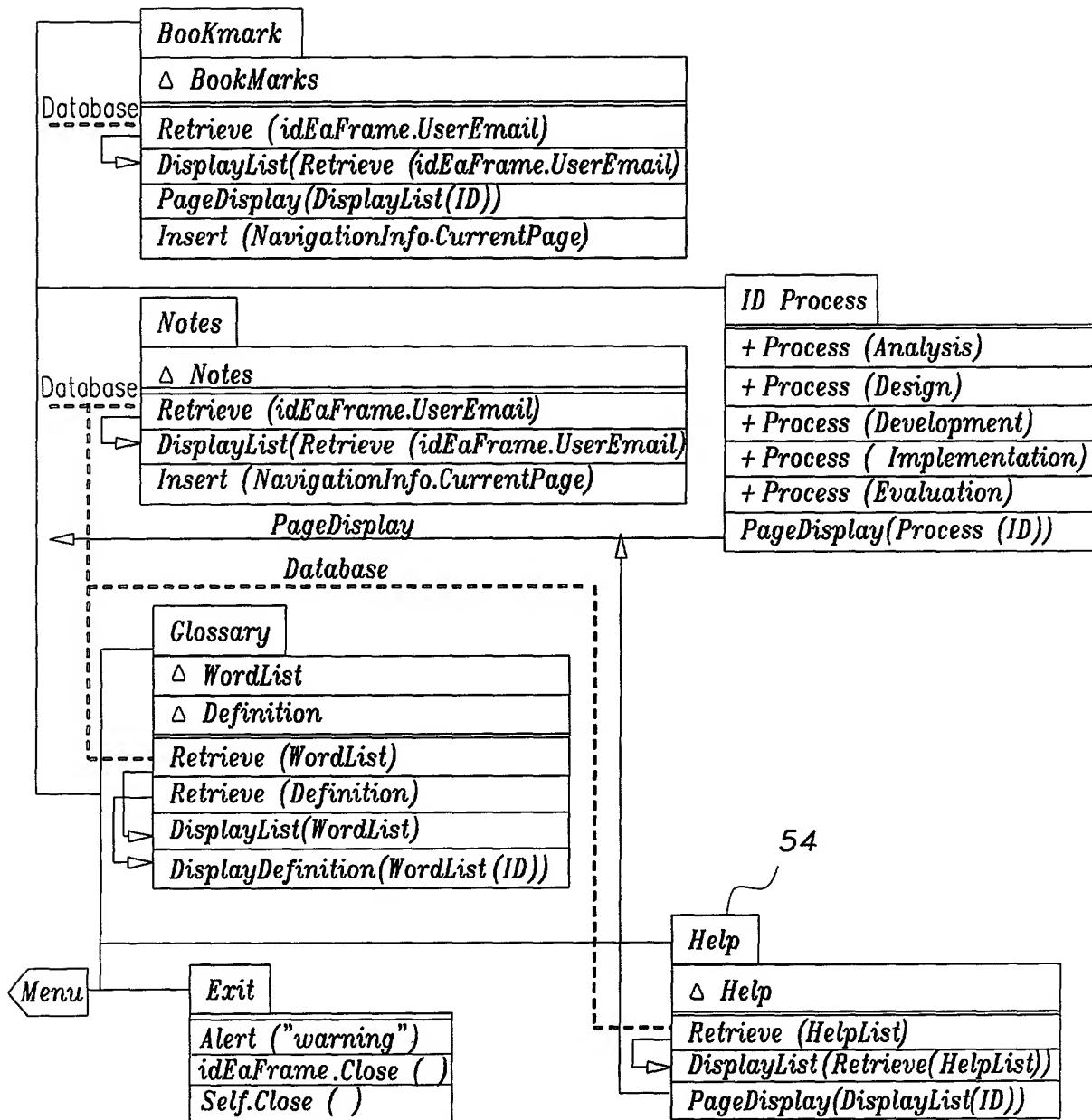


Fig. 3A



54

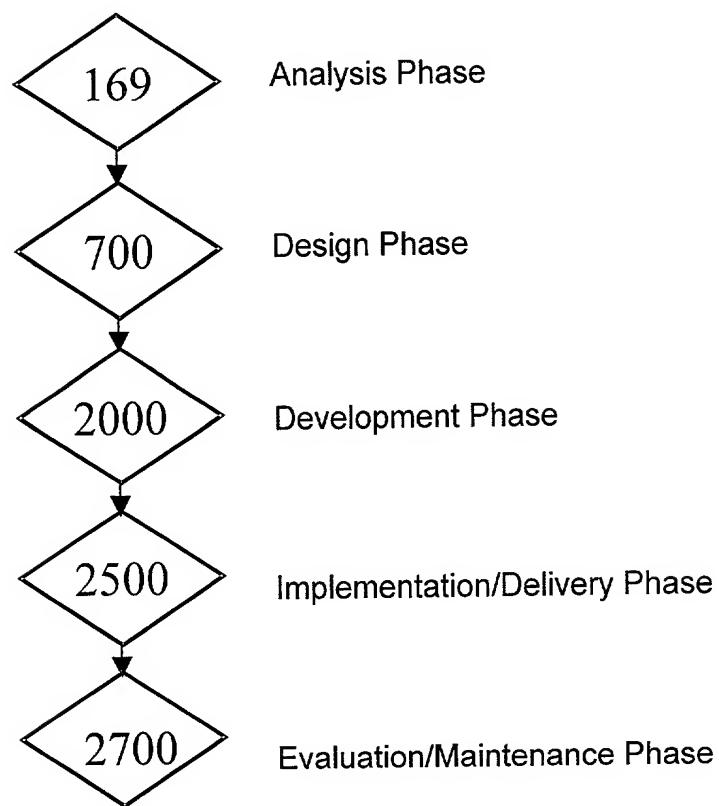
Fig. 3B

# Guidelines Database

Glossary	
Index	GlossaryURL Term
processHelp	
Index	fileName processName
bookmark	email currentFile fileTitle
noteTable	
email	mynote
currentPage	
Num	currentFile nextFile upFile downFile section fileTitle
systemHelp	
Index	fileName systemName
customer	
customer_id	email name companyname address state city zipcode phone fax password expiration startdate lastLogin

Fig. 3C

## The Instructional Design Process Diagram



*Fig. 4A*

## Analysis

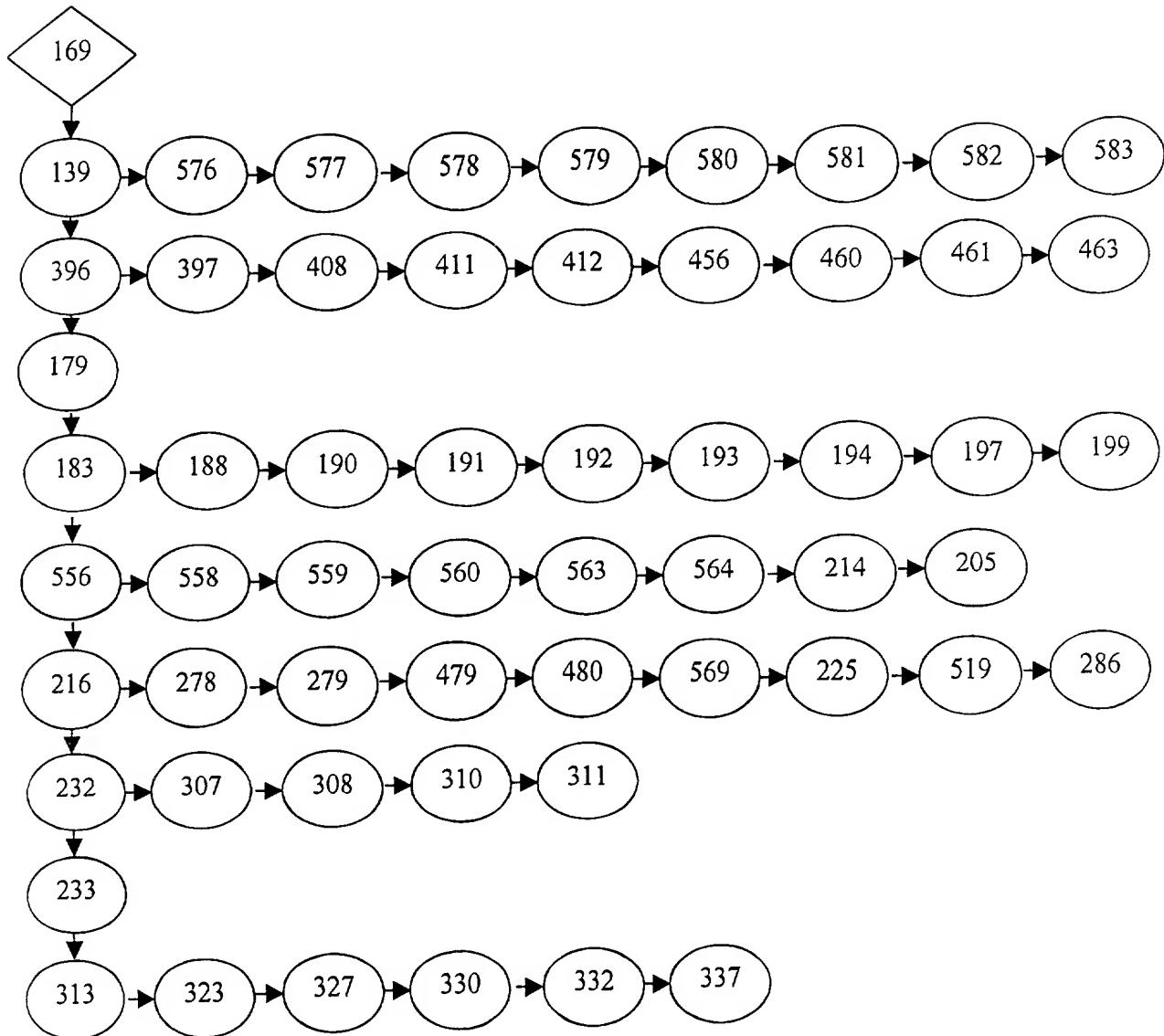


Fig. 4B

## ID Process Diagrams – Analysis

Screen No:	Title
169	Phase I: Analysis
139	Needs Assessment
576	Determine the Purpose of the Needs Assessment and How the Results Will Be Used
577	Decide on the Scope of the Needs Assessment and the Methodology You Will Use
578	Decide Whose Needs Are to be Assessed
579	List All the People Who Have Information About the Needs
580	Decide Who Will Perform the Assessment
581	Determine the Best Method for the Assessment
582	Conduct the Assessment
583	Develop a Needs Assessment Report
396	Conduct Needs Analysis
397	Define Learning Variables and Learning Constraints
408	Select Tasks Appropriate for Training
411	Determine Data Collection Method
412	Determine How to Gather Data
456	Interpret Data
460	Is Training Needed?
461	Yes- Training Is Needed
463	Are There Other Solutions That Would Help the Problem?
179	Education Analysis
183	Learning Analysis
188	Examine the Situation
190	Determine Causes of Performance Problems
191	Identify Required Knowledge and Skills
192	Build a Learning Hierarchy
193	Identify and Categorize Types of Learning
194	Determine Level of Learning Needed
197	Identify Prerequisite Knowledge and Skills Required
199	Results of Learning Analysis
556	Analyze the Job
558	Analyze the Job and the Learner Audience
559	Write Performance Statements
560	Identify the Tasks That Make Up the Job
563	Identify Performance Deficiencies for Each Task

*Fig. 4C*

564	Develop and Write Task Performance Statements
214	Determine if Training Is Appropriate
205	Task Inventory
216	Task Analysis
278	List of Tasks Selected for Training
279	Criteria to Develop List of Tasks to Train
479	Analyze the Job Task or Content
480	Identify Knowledge and Skill Requirements of Various Tasks
569	Work With Job Holders and Consider Important Points
225	Identify Subtasks
519	Define the Behaviours or Performance
286	Documentation For Your Decision
232	Learner Analysis
307	General Information About Learners
308	Learner Characteristics
310	Learner Differences
311	What Will You Do With the Results of the Learner Analysis?
233	Resource Analysis
313	An Analysis of Existing Courses
323	Locate Existing Courses
327	Compare Job Analysis
330	Compare Task Selection
332	Compare Job Performance Measures
337	Summary Listing of Courses Analyzed

*Fig. 4D*

## Design

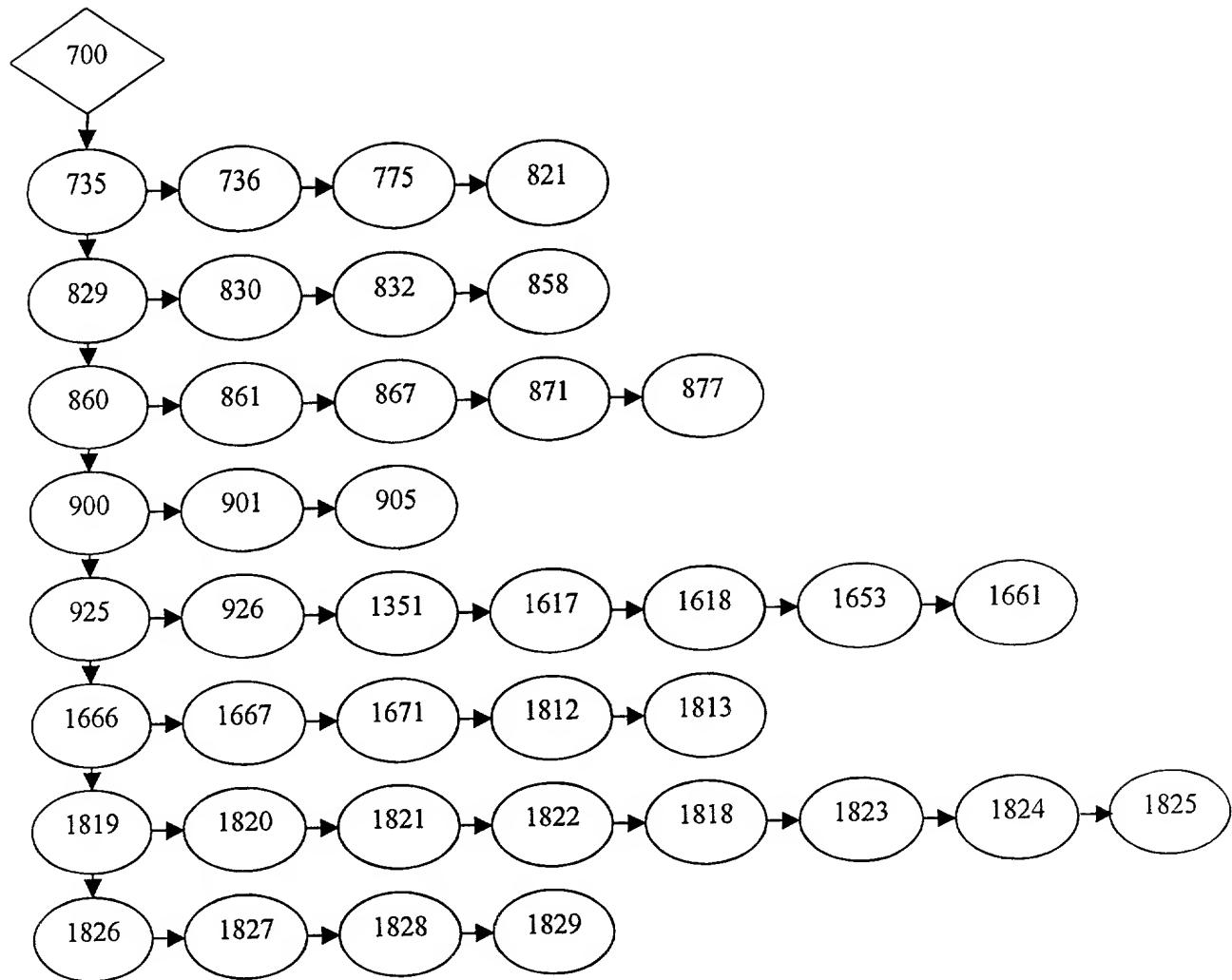


Fig. 5A

## ID Process Diagrams – Design

Screen No.	Screen Title
700	Design
735	Write Objectives
736	Distinguish Objectives from Goals
775	Write Performance Objectives
821	Judge Statements of Learner Outcomes
829	Analyze the Learning Environment
830	Analyze Characteristics of the Instructional Setting
832	Determine Instructional Resources
858	Judge Environmental Analysis
860	Sequence Instruction
861	Specify Sequence of Learner Activities
867	Prioritize Objectives
871	Cluster Objectives
877	Sequence Objectives
900	Examine Instructional Strategies and Methods
901	Define Entry Knowledge
905	Select Appropriate Instructional Strategies and Tactics
925	Select Delivery Systems/Instructional Strategies
926	Select Delivery Systems
1351	Select Strategies/Methods
1617	Narrow Down Media Choices
1618	Evaluate Existing Instructional Materials and Resources
1653	Adapt and Use Existing Instructional Resources
1661	Plan the Production of Material
1666	Evaluate Instructional Outcomes
1667	Plan and Conduct a Formative Evaluation
1671	Write Test Items
1812	Revise Materials Based on Evaluation
1813	Evaluate Formative Evaluation Plans
1819	Manage Instruction/Training Efforts
1820	Plan the Components of A System
1821	Manage an Instructional Organization
1822	Evaluate the Management System Organization
1818	Conduct a Cost-Benefit Analysis
1823	Build a Team of Personnel

*Fig. 5B*

- 1824 Develop a Record-Keeping System  
1825 Use Appropriate Computer Tools for Management Tasks  
1826 Monitor Instruction/Training Programs  
1827 Identify the Sequence of Tasks  
1828 Evaluate Project Plan and Timeline  
1829 Plan and Coordinate Logistical Support

*Fig. 5C*

## Development

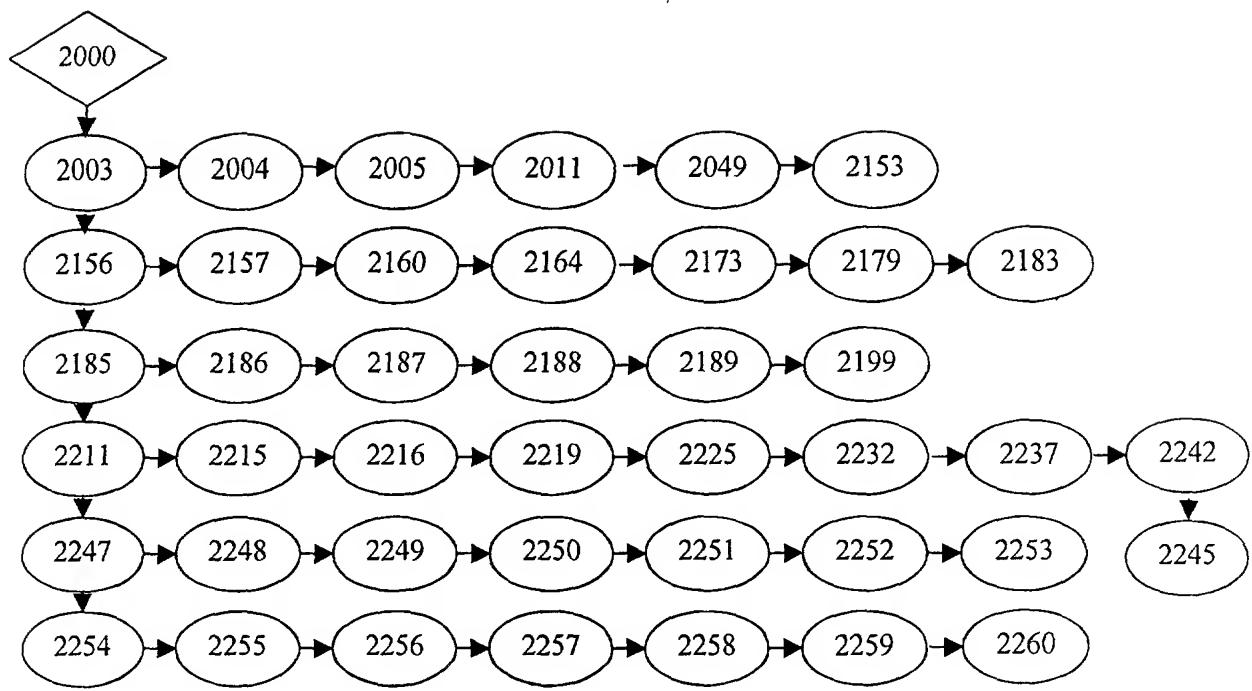


Fig. 6A

## **ID Process Diagrams – Development**

<b>Screen No.</b>	<b>Screen Title</b>
2000	Development
2003	Develop Instructional Materials
2004	Develop Learning Guidelines and Objectives
2005	Identify General Learning Objectives
2011	Classify Each Learning Objective
2049	Identify Specific Learning Guidelines
2153	Specify Learning Activities
2156	Develop Existing Instruction That Meets Objectives
2157	Collect Existing Material
2160	Evaluate Existing Materials and Learner Characteristics
2164	Evaluate Existing Materials and Learning Guidelines
2173	Evaluate Existing Materials and Delivery Systems
2179	Evaluate Existing Materials and Management Plan
2183	Make Required Revisions
2185	Develop New Instruction
2186	Identify Instructional Needs and Constraints
2187	Identify Available Resources
2188	Develop Instruction for Learning Environment
2189	Pretest First Draft Materials

*Fig. 6B*

- 2199 Prepare User Instructions  
2211 Develop A Plan That Demonstrates Behavior  
2215 Develop Learner Management Plan  
2216 Develop Instructor-Managed Instruction Plan  
2219 Develop Contingency-Managed Instruction Plan  
2225 Develop Peer-Managed Instruction Plan  
2232 Develop Computer-Managed Instruction Plan  
2237 Develop Media-Managed Instruction Plan  
2242 Develop Learner-Managed Instruction Plan  
2245 Develop Combination Plan  
2247 Develop Learning/Instruction Messages  
2248 Write or Edit Instructional/Learning Materials  
2249 Develop Training Job Aids  
2250 Prepare Verbal Presentations  
2251 Develop Conceptual Models  
2252 Develop Effective Visual Communications  
2253 Write Effective Documentation and Training Texts  
2254 Demonstrate Various Behaviors  
2255 Assess the Needs and Goals of a Group  
2256 Demonstrate Interpersonal Behaviors  
2257 Consult with Clients and Contract for Service  
2258 Adapt Behaviors to Different People  
2259 Help Learners Recognize and Understand Personal Needs and Values  
2260 Interview or Question Individual for Information

*Fig. 6C*

## Implementation/Delivery

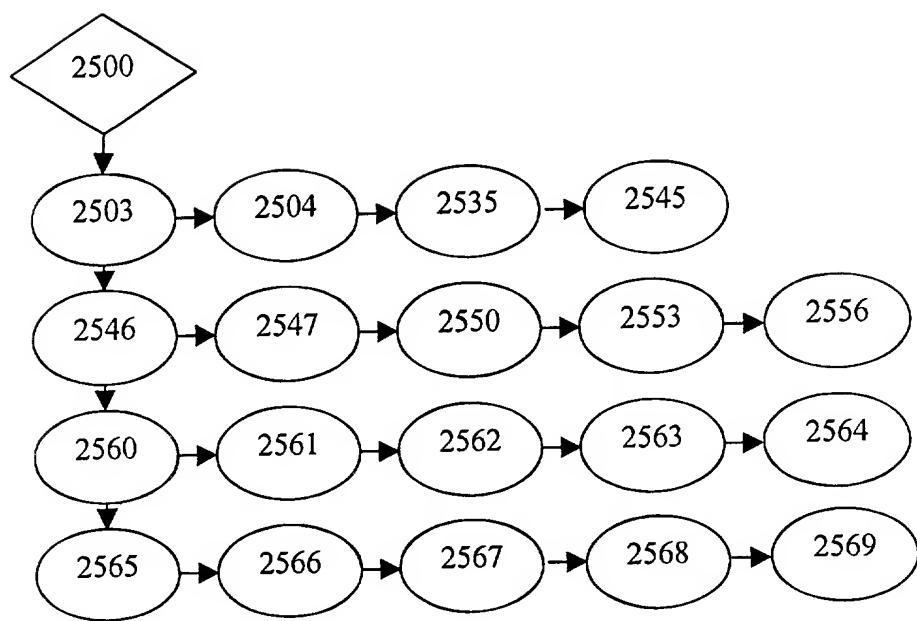


Fig. 7A

## ID Process Diagrams – Implementation/Delivery

Screen No.	Screen Title
2500	Implementation/Delivery
2503	A Guide that Promotes Instructional Development and System Strategies
2504	Implement the Instructional Management Plan
2535	Conduct Instruction
2545	Complete the Learning/Training Program
2546	Directions to Implement the Learning Environment/Training
2547	Resources
2550	Interface
2553	Navigation
2556	Testing and Feedback
2560	Promote Instructional Development and System Strategies
2561	Select, Develop, and Use Research and System Strategies
2562	Scan, Synthesize, and Draw Conclusions
2563	Write Effective Reports
2564	Use Computer-Based Tools
2565	Implement a Learning Management System (LMS)
2566	What Is a Learning Management System
2567	Features of an LMS
2568	Benefits of an LMS
2569	Selecting an LMS

*Fig. 7B*

## Evaluation/Maintenance

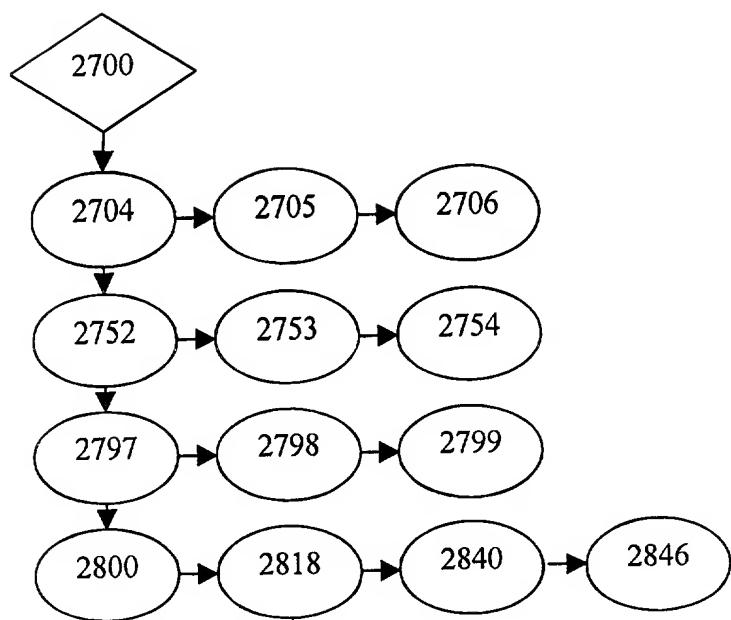
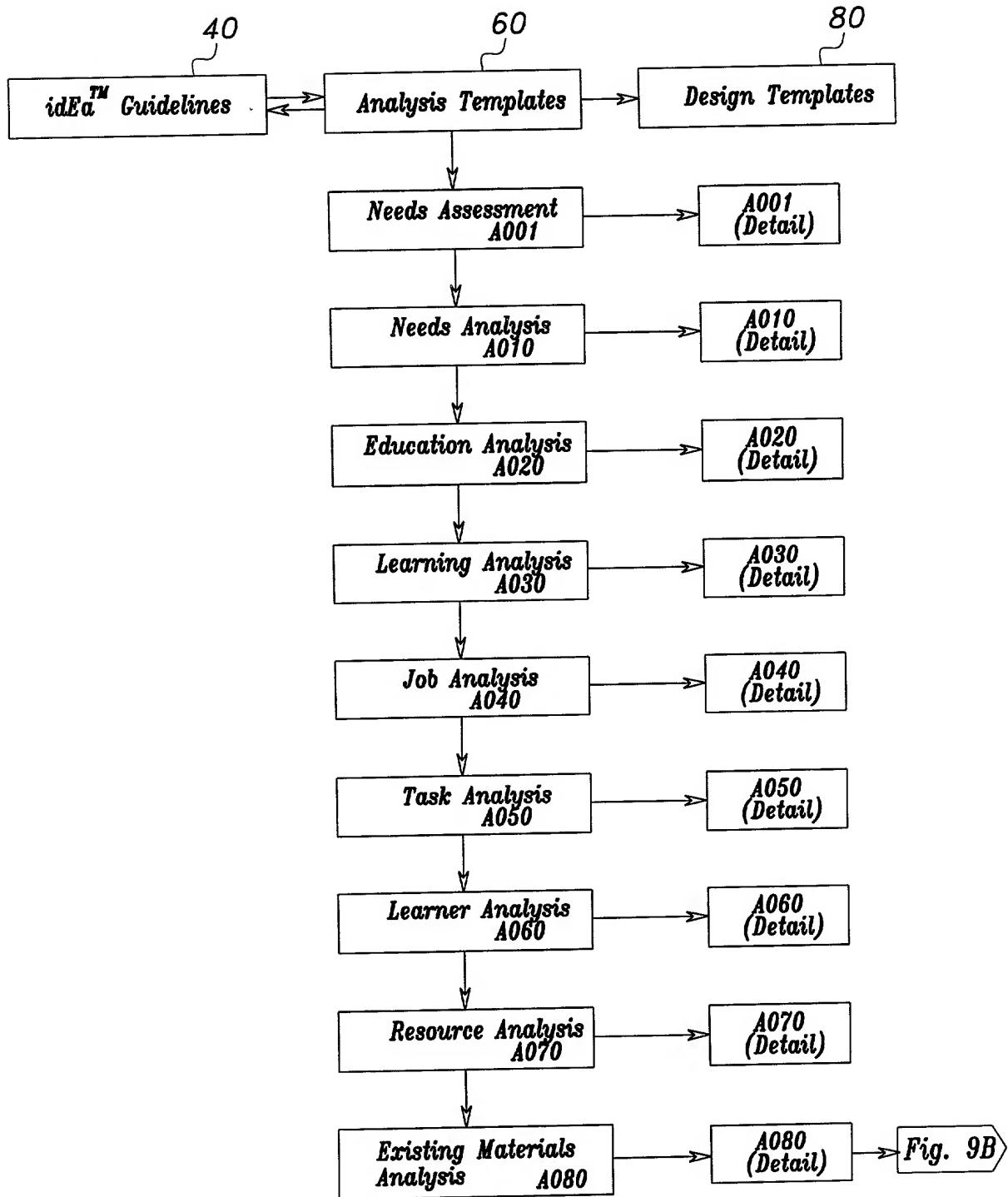


Fig. 8A

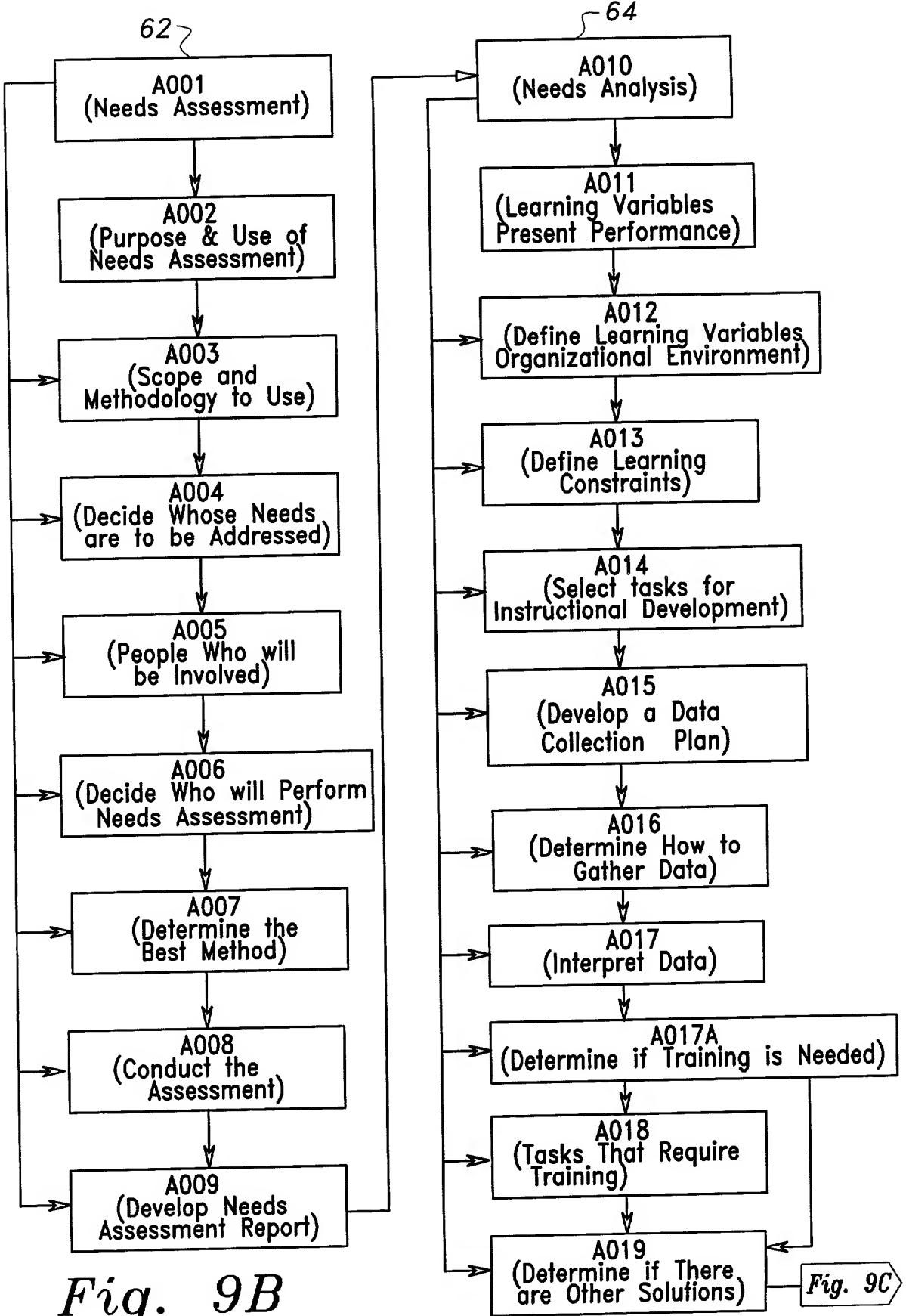
## **ID Process Diagrams – Evaluation/Maintenance**

<b>Screen No.</b>	<b>Screen Title</b>
2700	Evaluation/Maintenance
2704	Internal Evaluation (During Implementation/Delivery)
2705	Level 1 – Reaction Evaluation
2706	Level 2 – Learning Evaluation
2752	External Evaluation ( After Implementation/Delivery)
2753	Level 3 – Behavior (Transfer to the Job) Evaluation
2754	Level 4 – Impact on Business Results Evaluation
2797	Products of Evaluation
2798	A Plan to Provide for Human Resources Development
2799	A Plan to Maintain a Professional Orientation
2800	How to Conduct Evaluation (Using Kirkpatrick's Evaluation Model) and Develop a Maintenance Plan
2818	Revise Training Program
2840	Provide Human Resources Development in an Organization
2846	Maintain a Professional Orientation

*Fig. 8B*



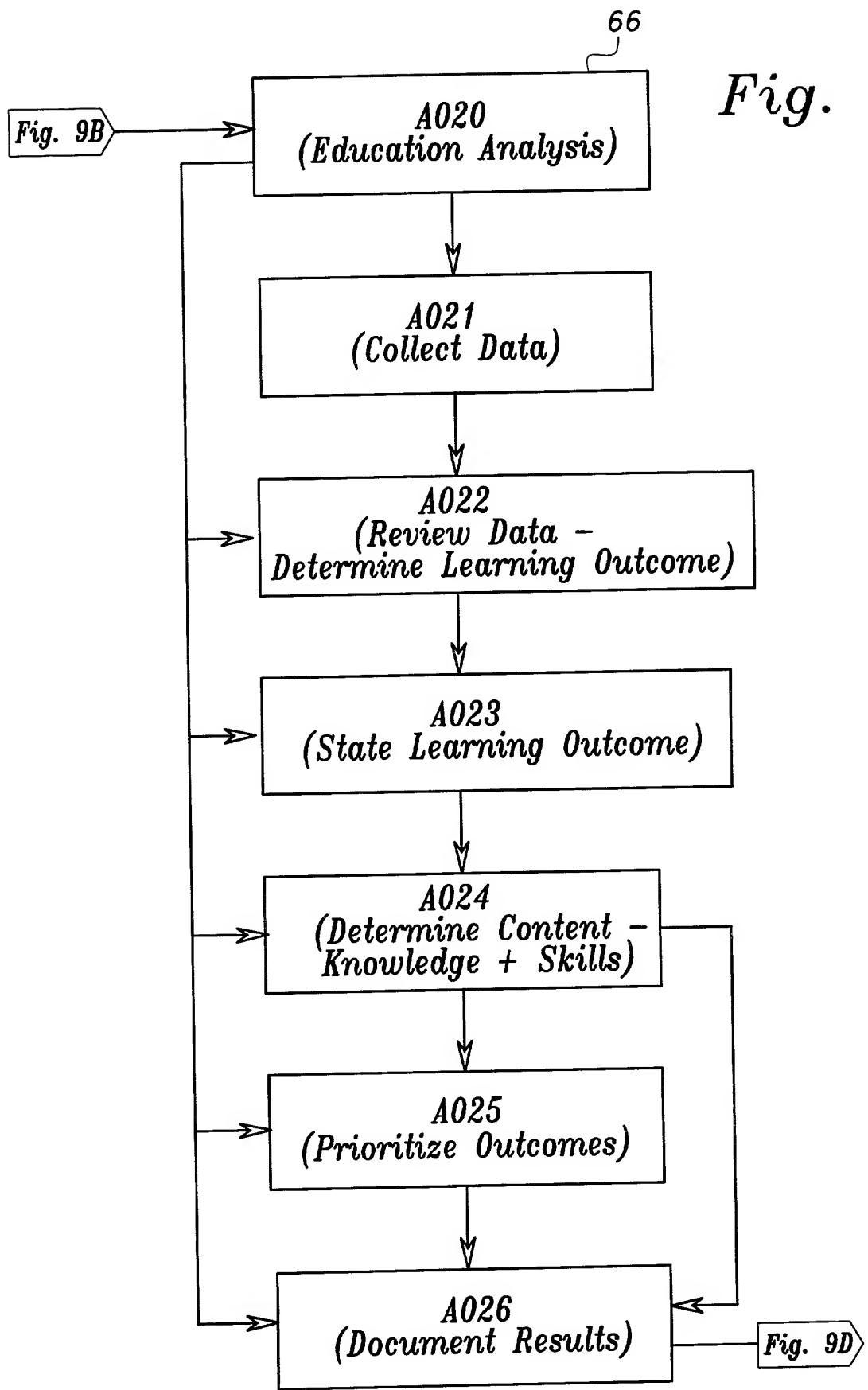
*Fig. 9A*



*Fig. 9B*

*Fig. 9C*

*Fig. 9C*



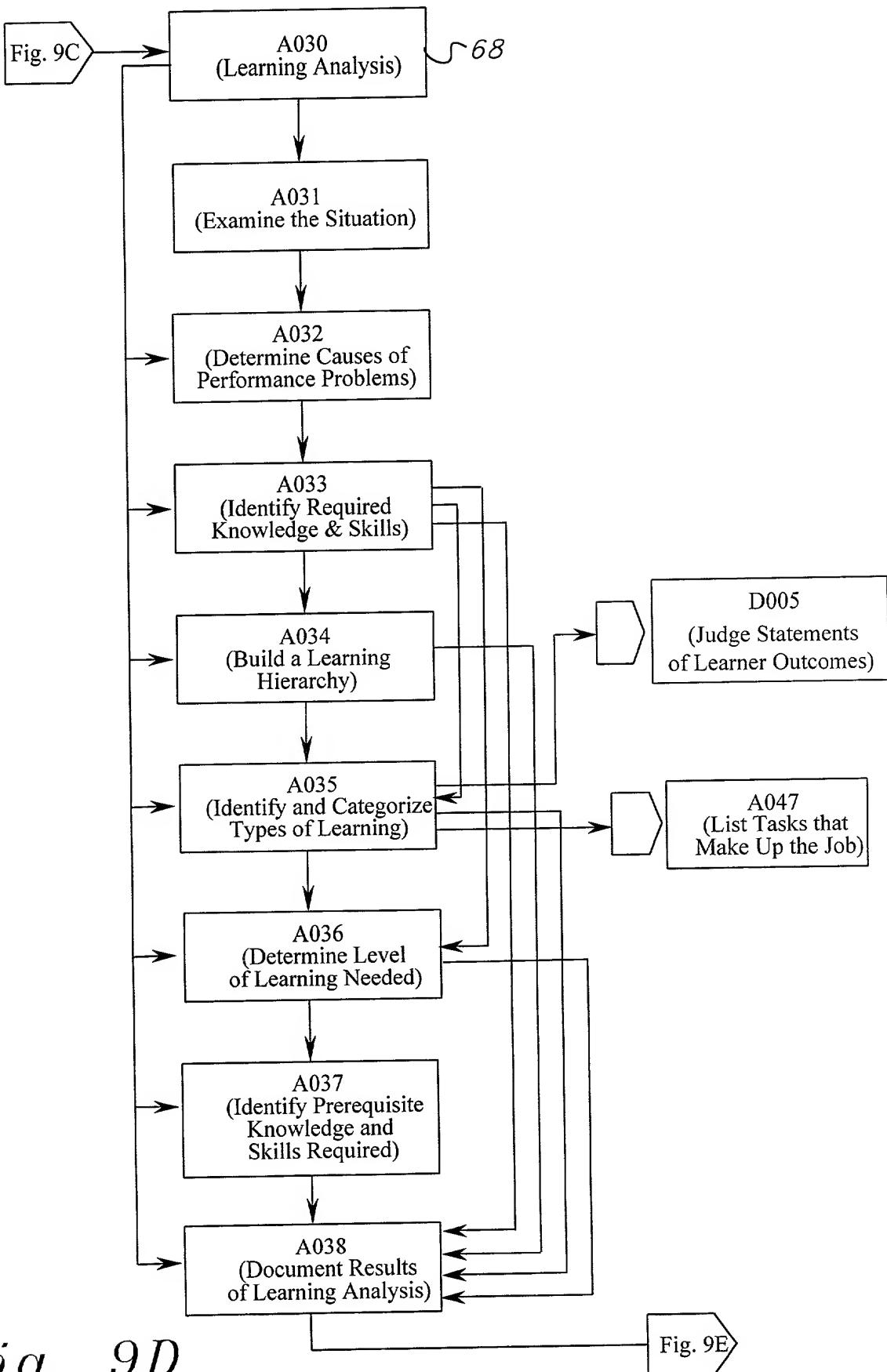


Fig. 9D

Fig. 9E

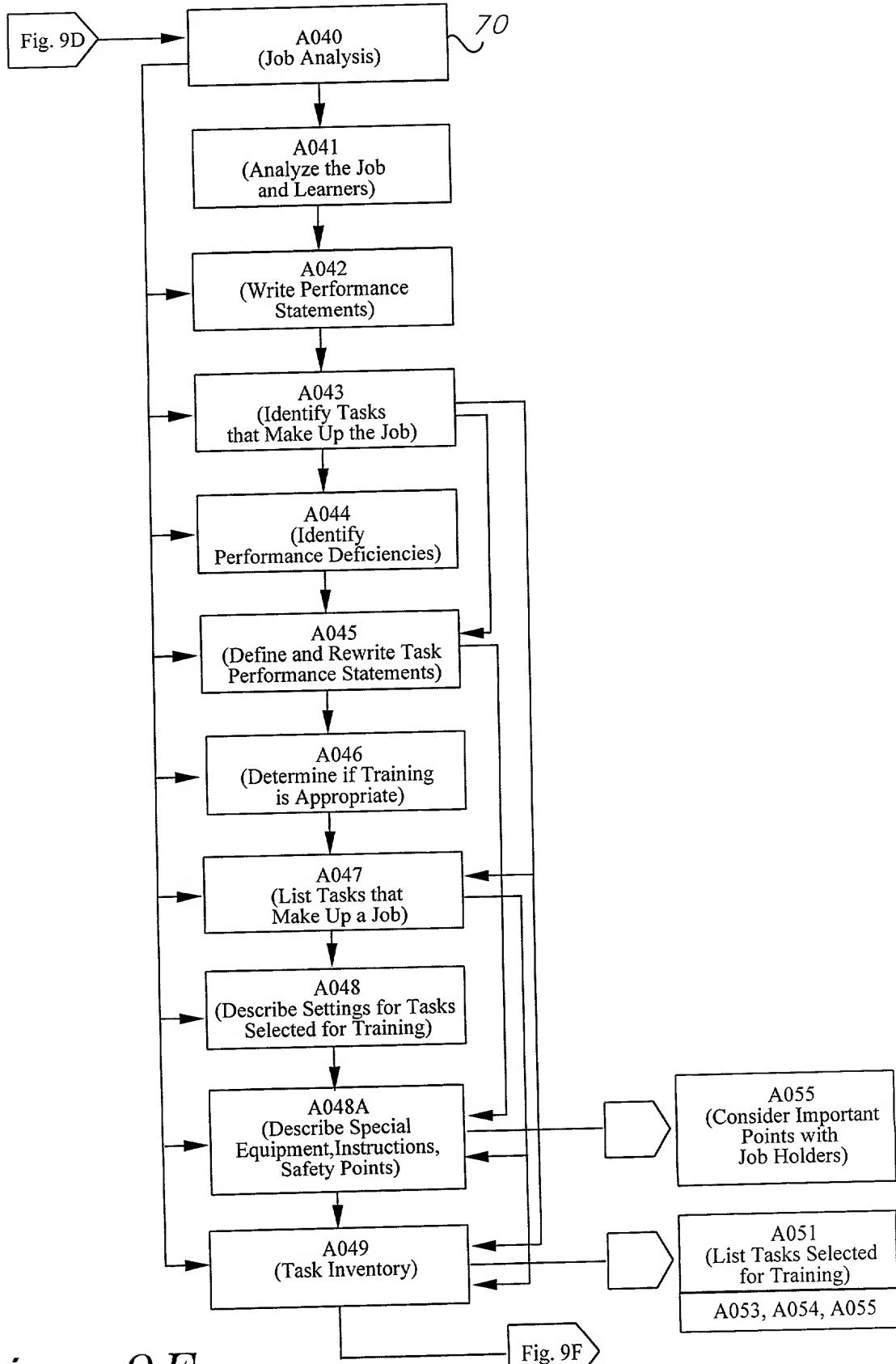
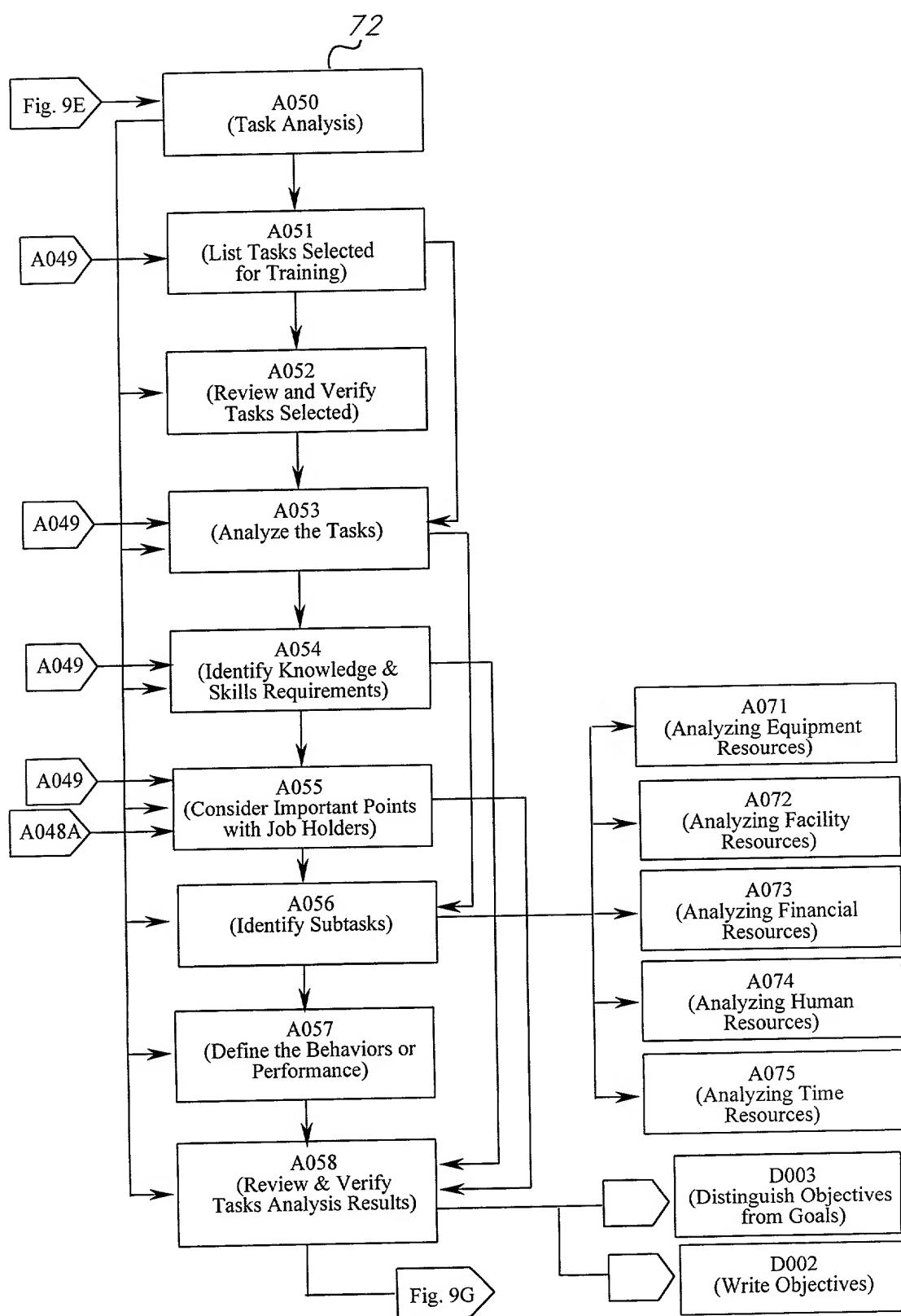
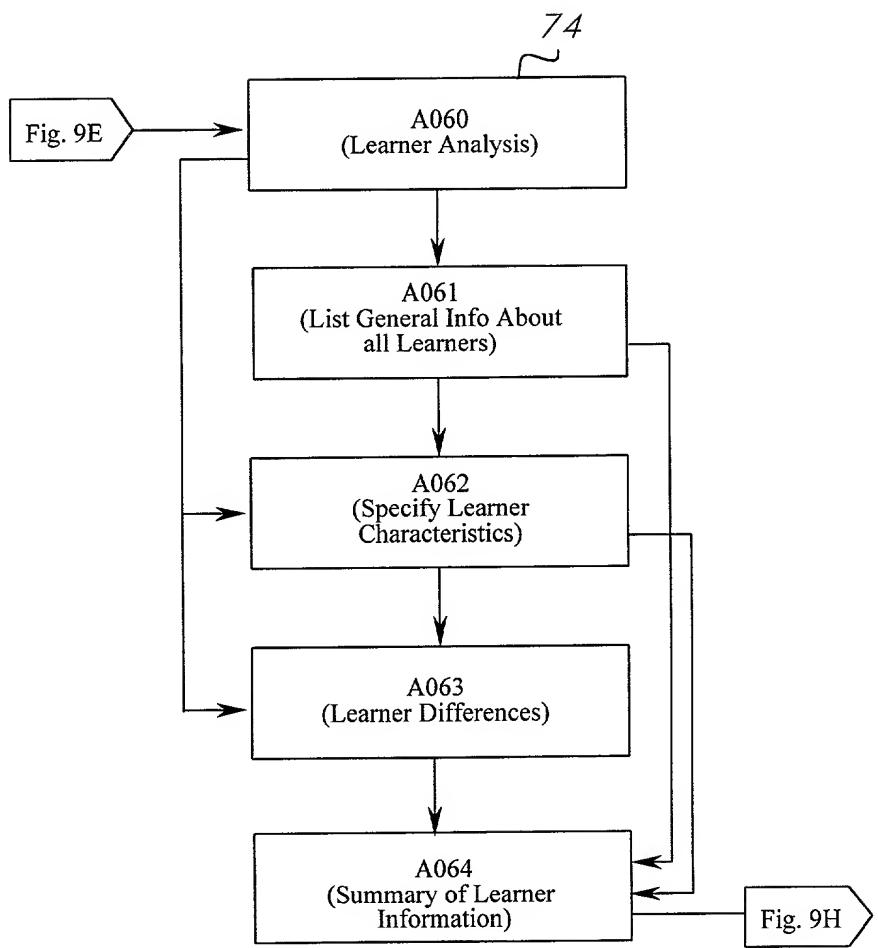


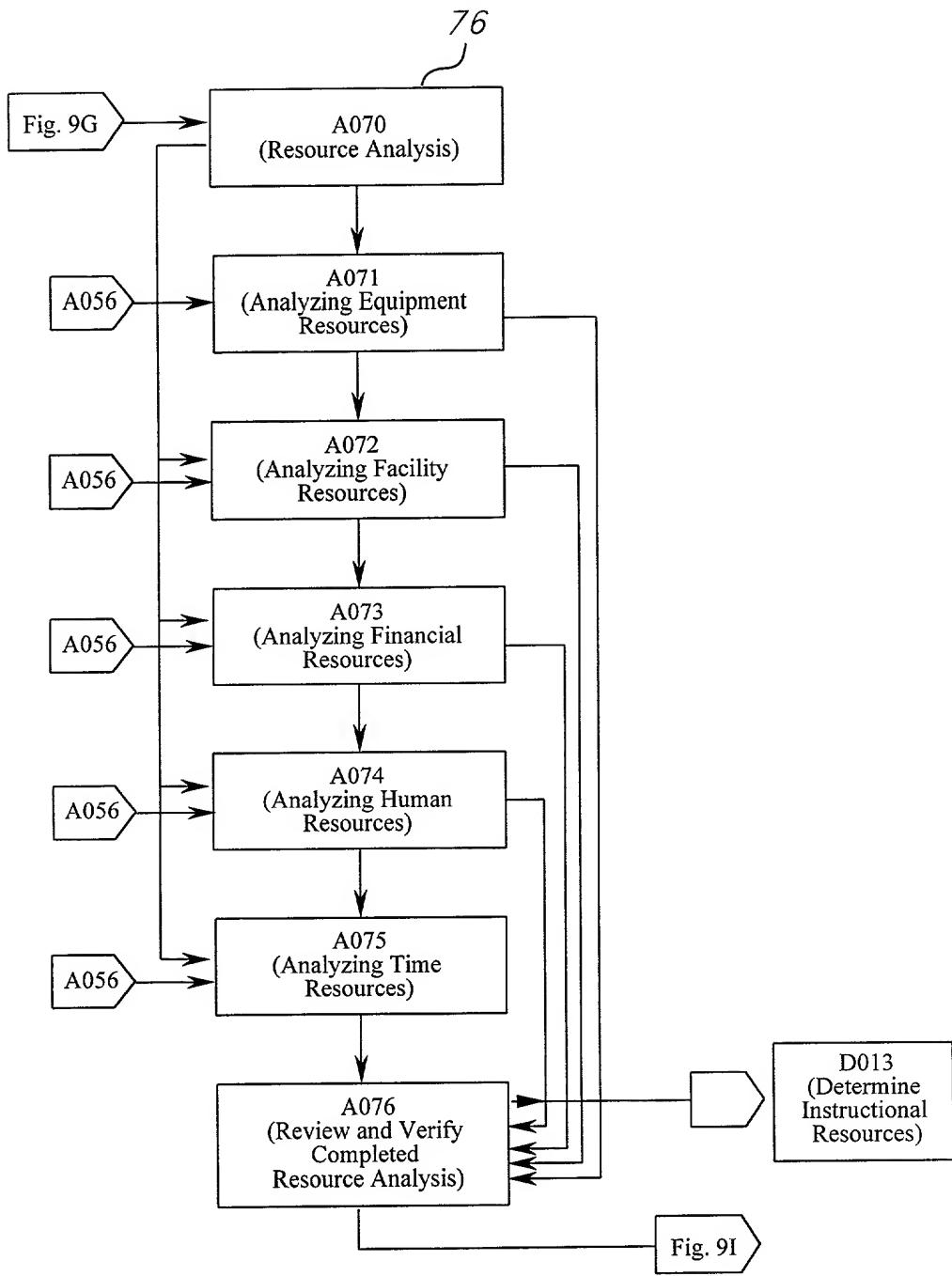
Fig. 9E



*Fig. 9F*



*Fig. 9G*



*Fig. 9H*

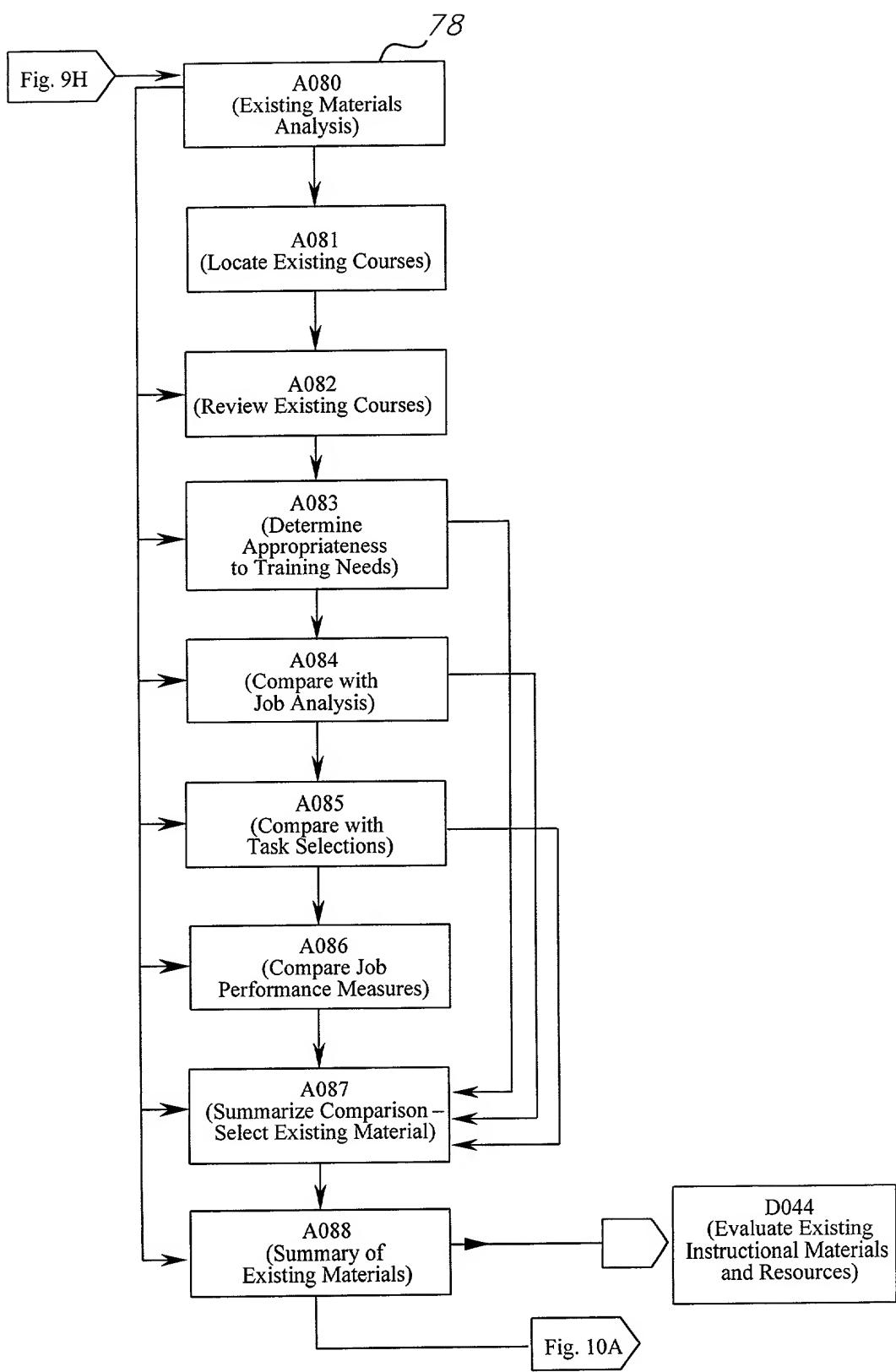
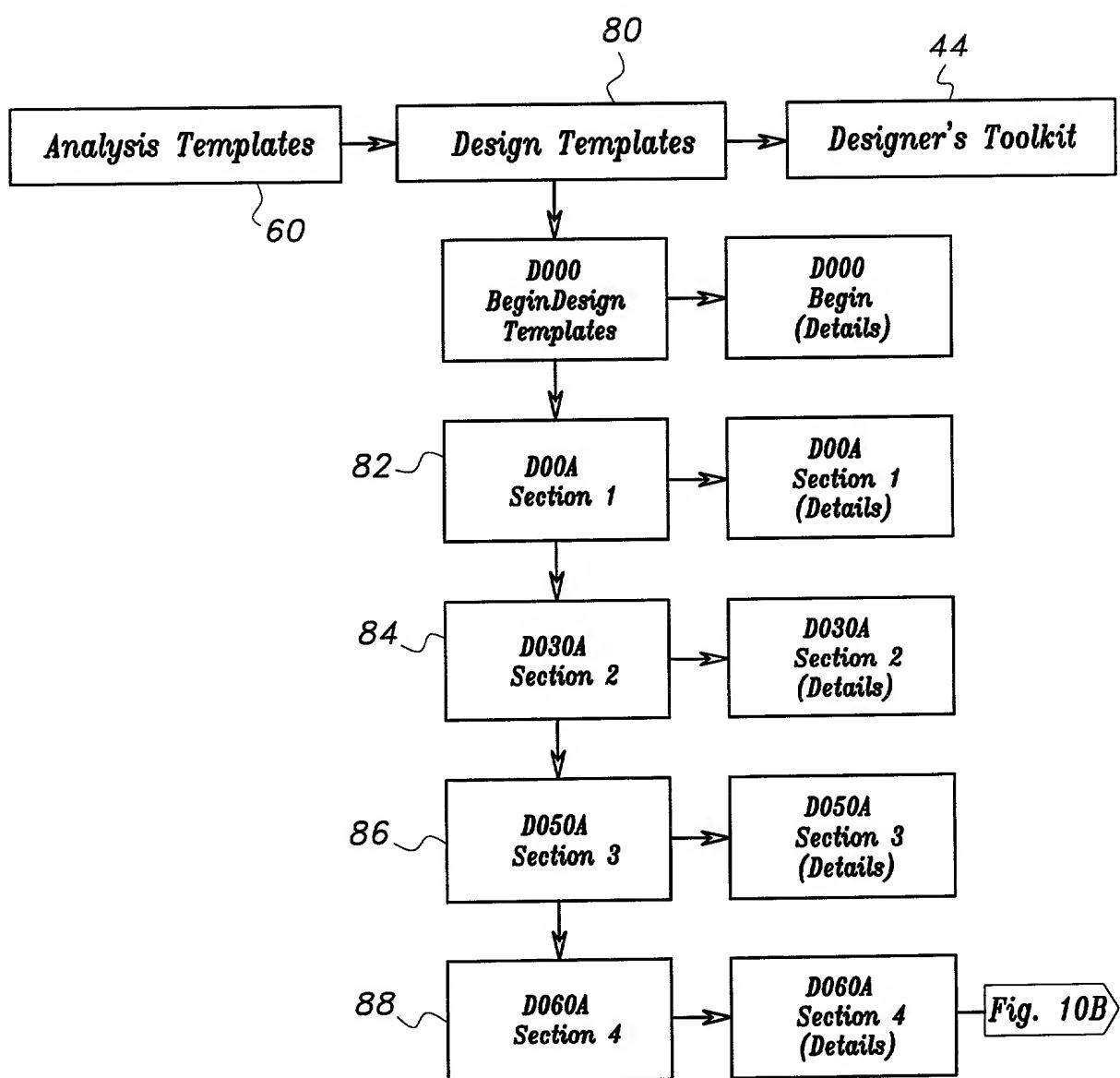
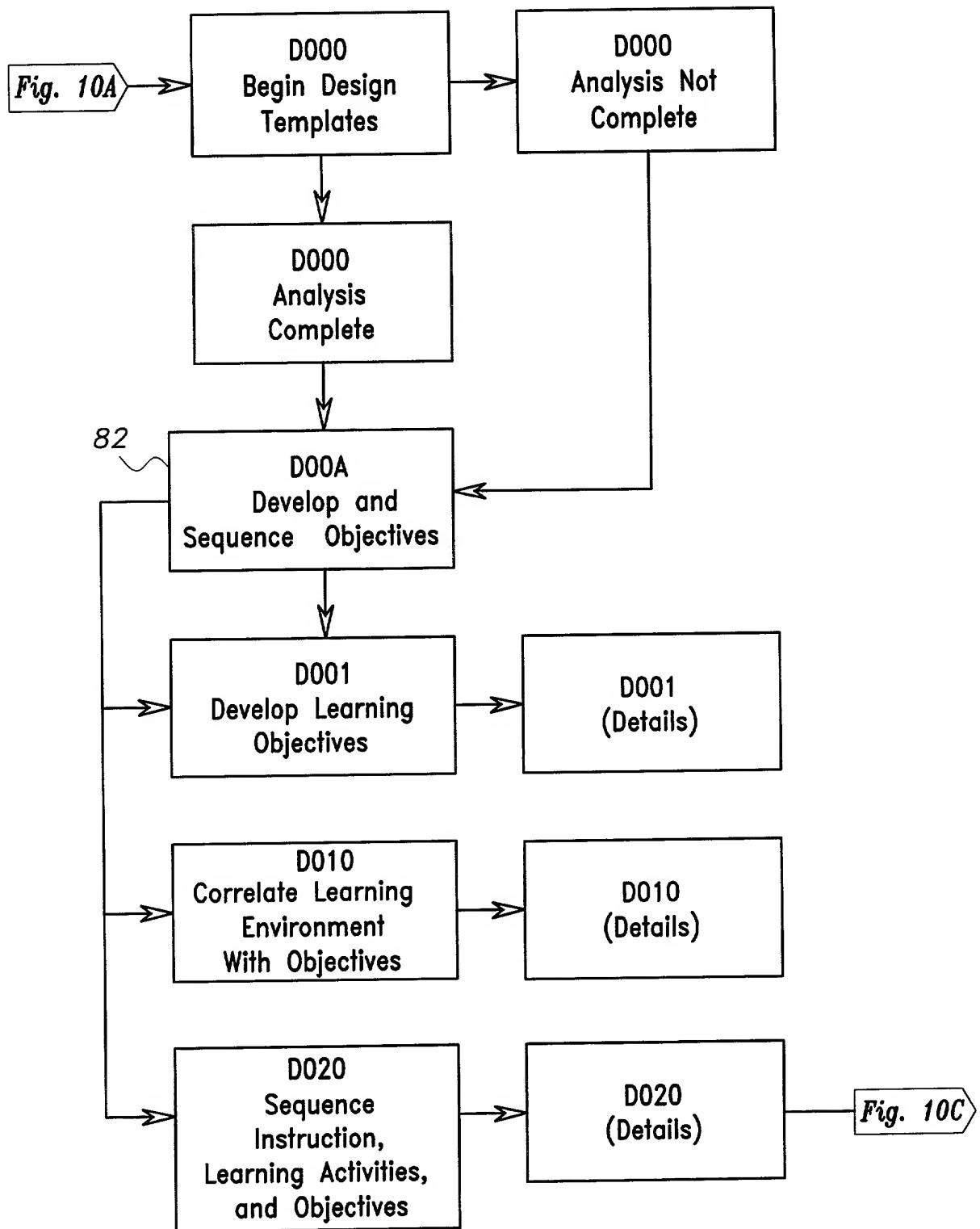


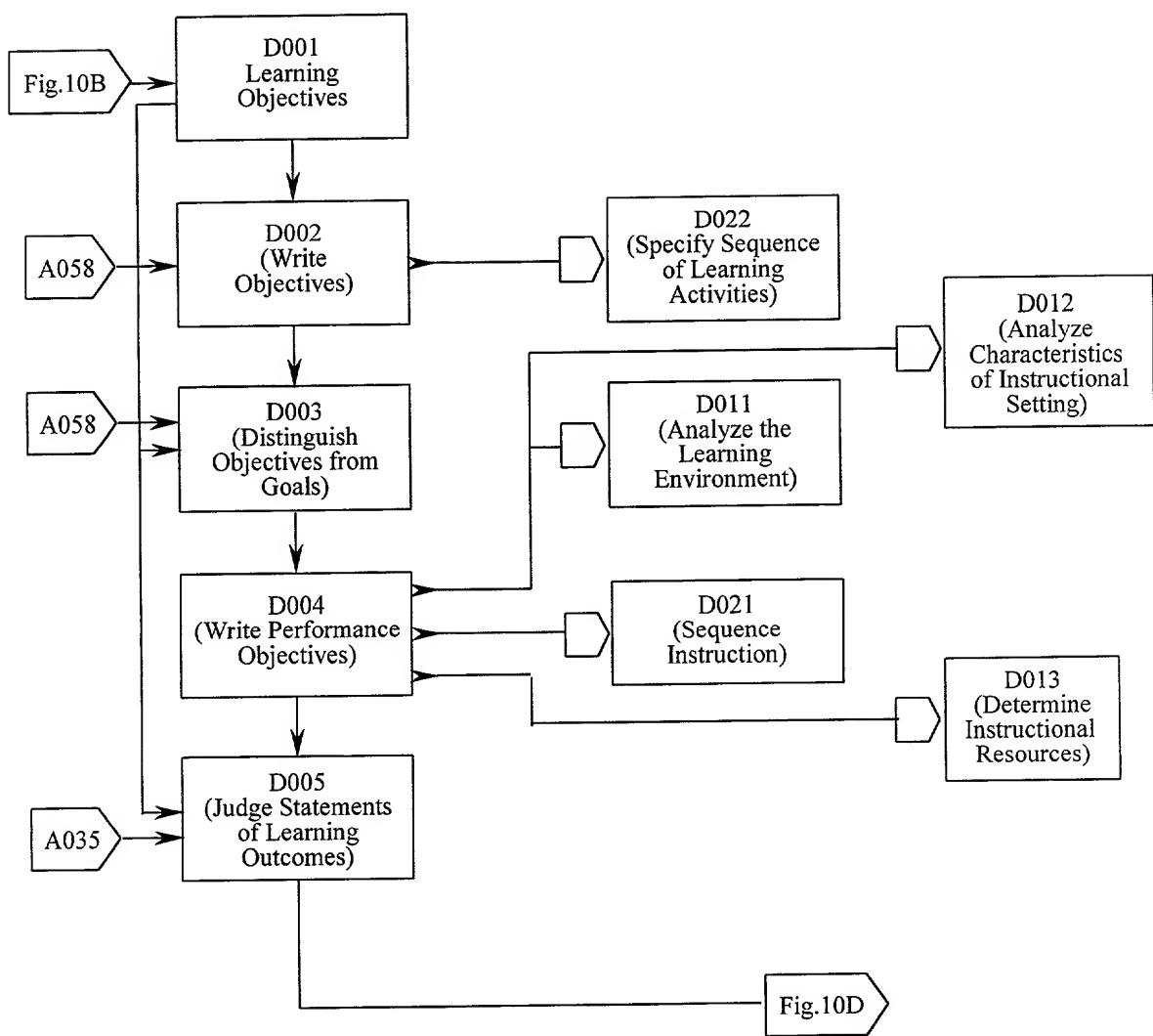
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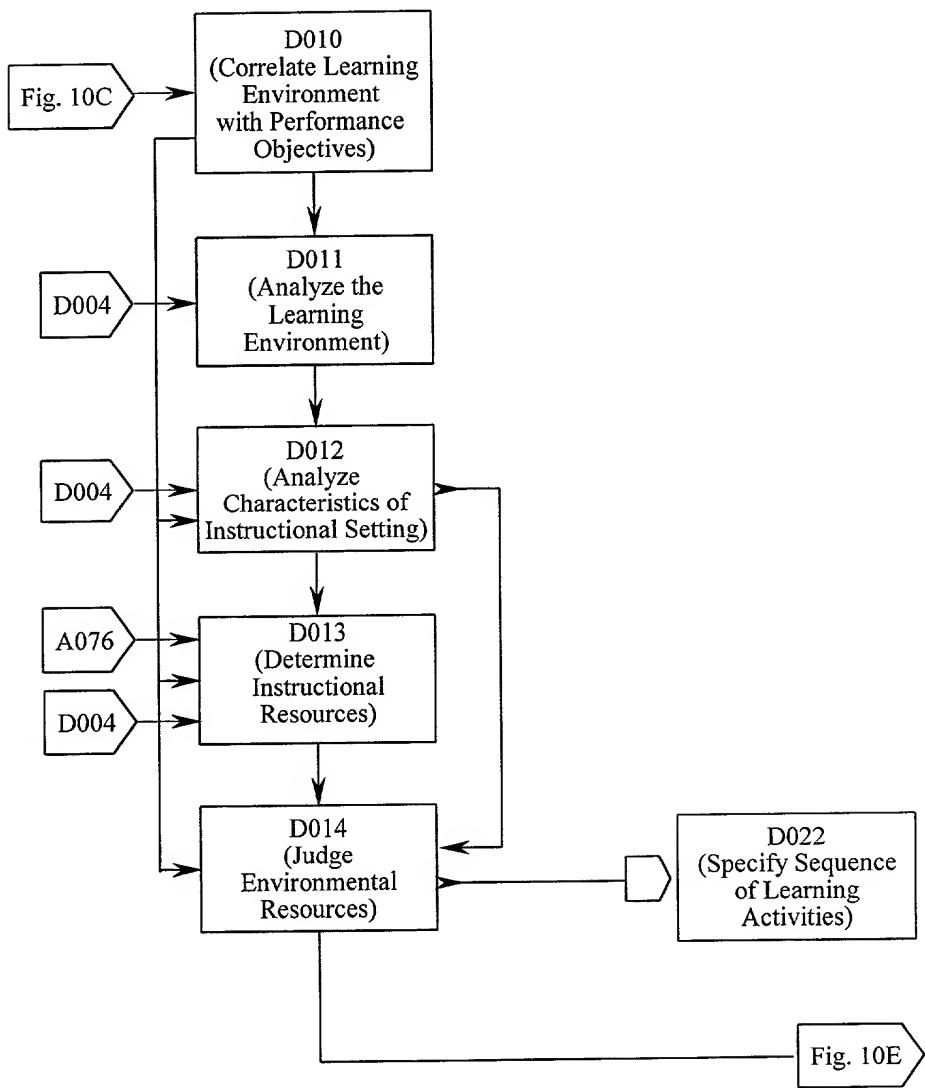
*Fig. 10A*



*Fig. 10B*



*Fig. 10C*



*Fig. 10D*

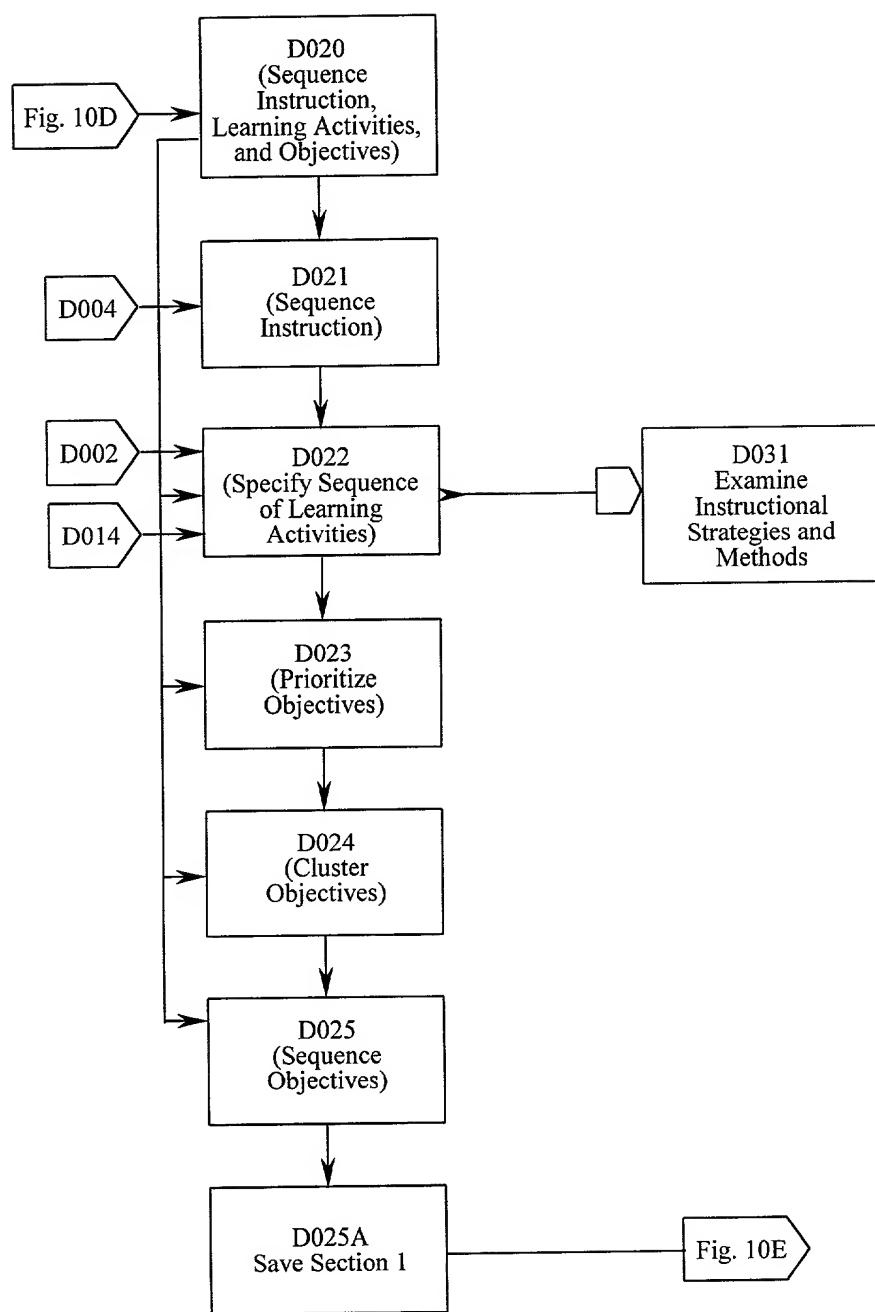
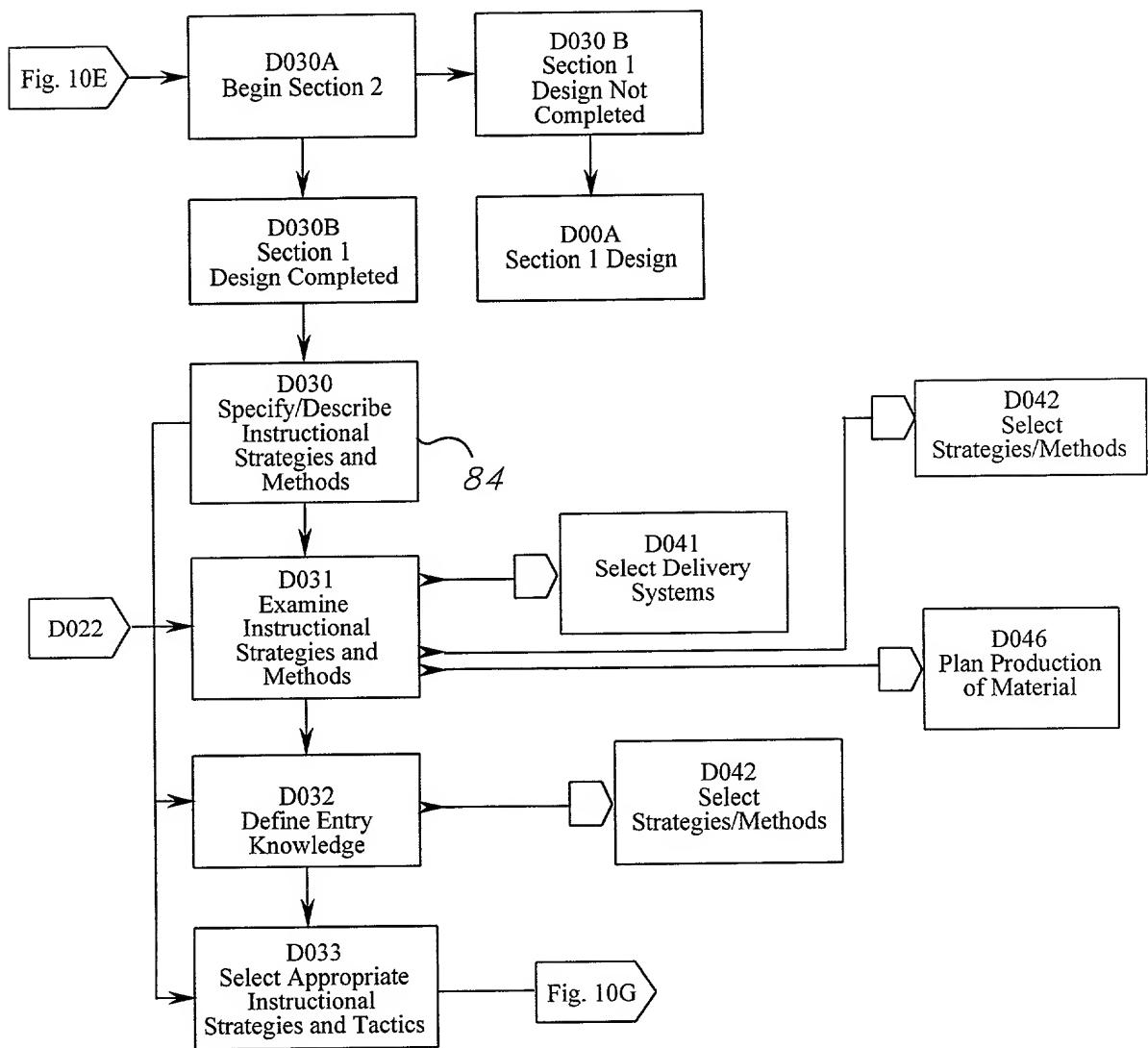
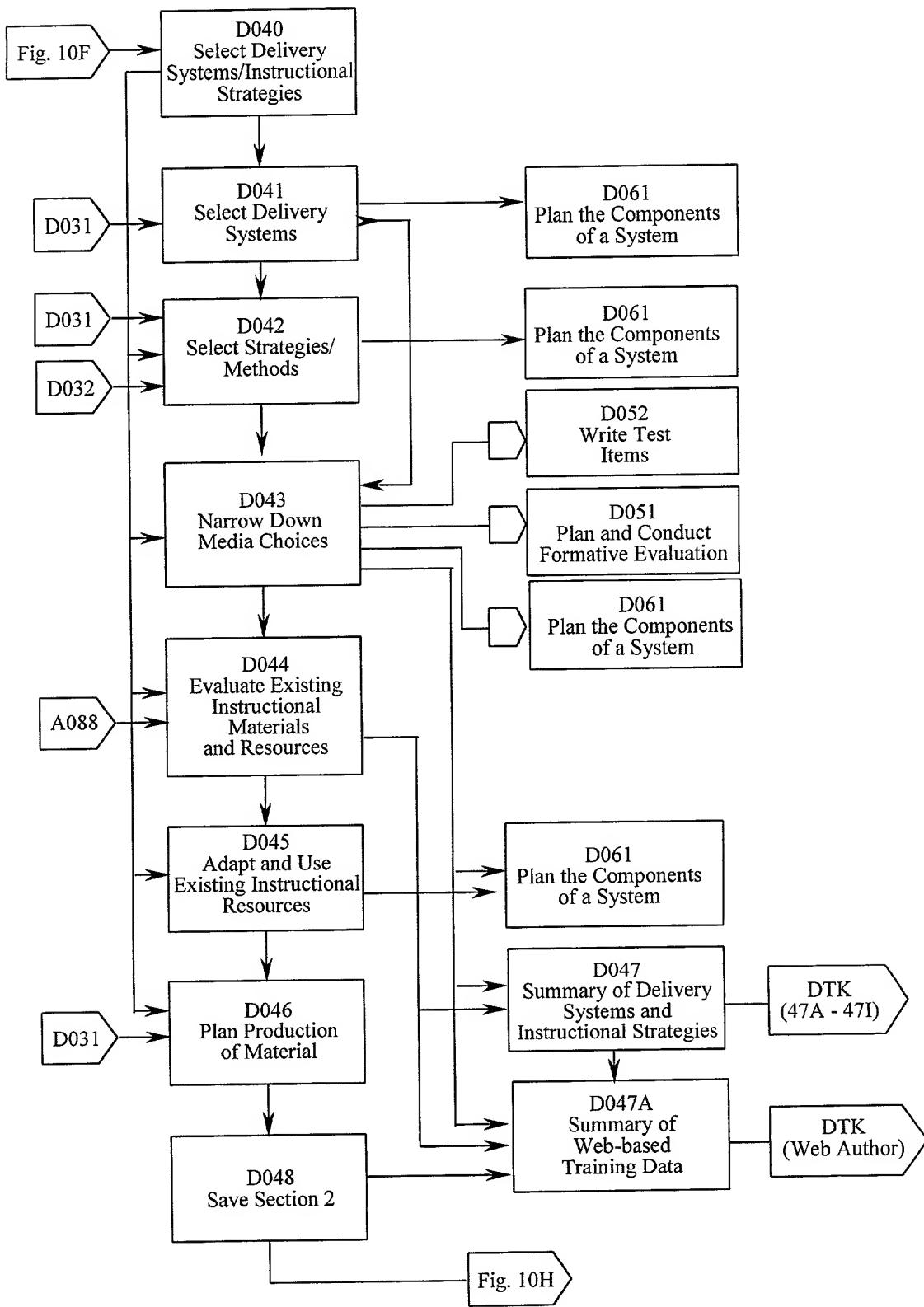


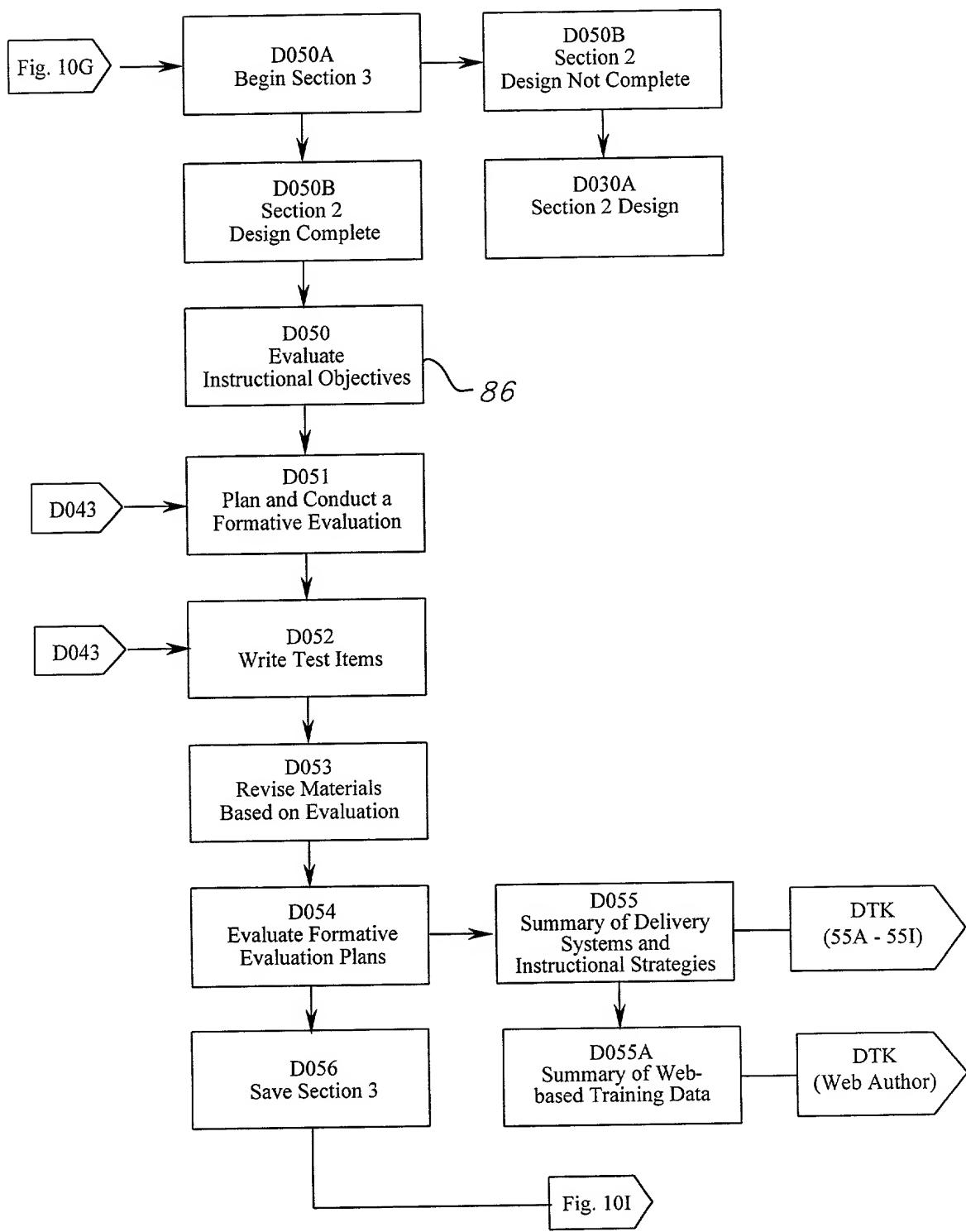
Fig. 10E



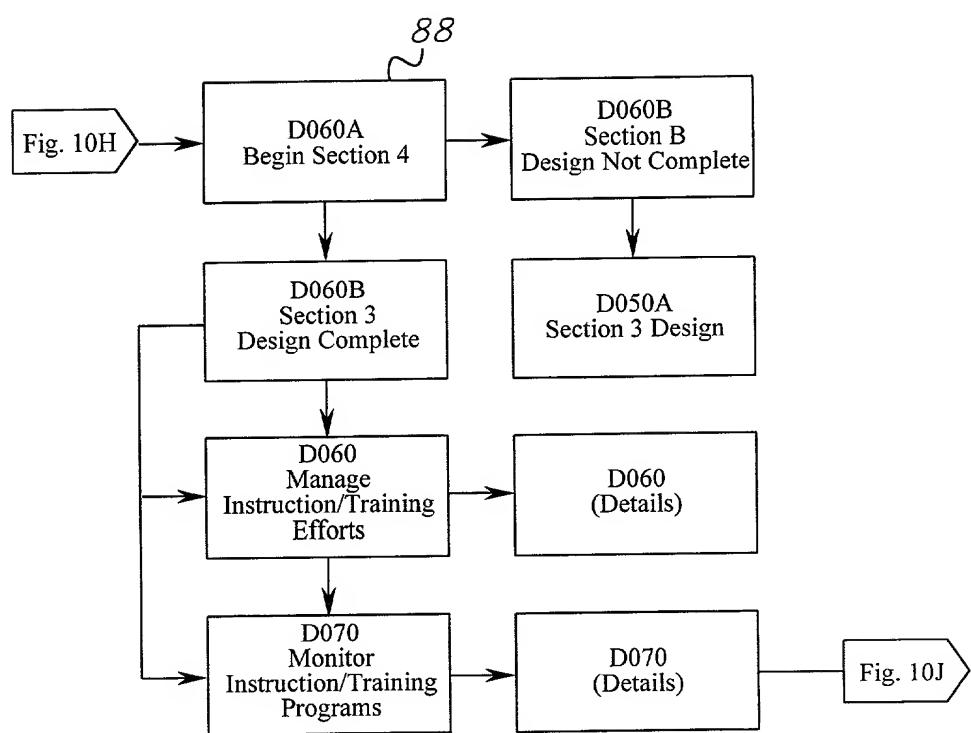
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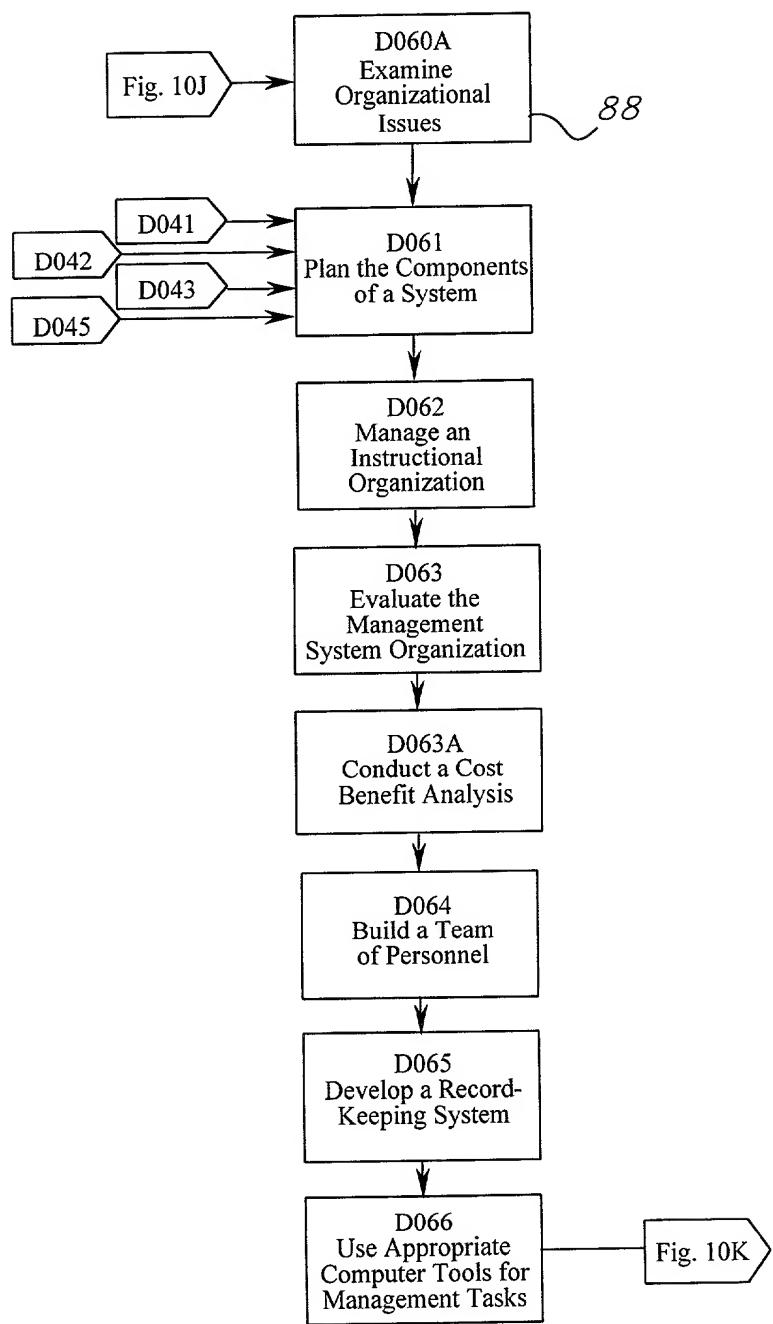
*Fig. 10G*



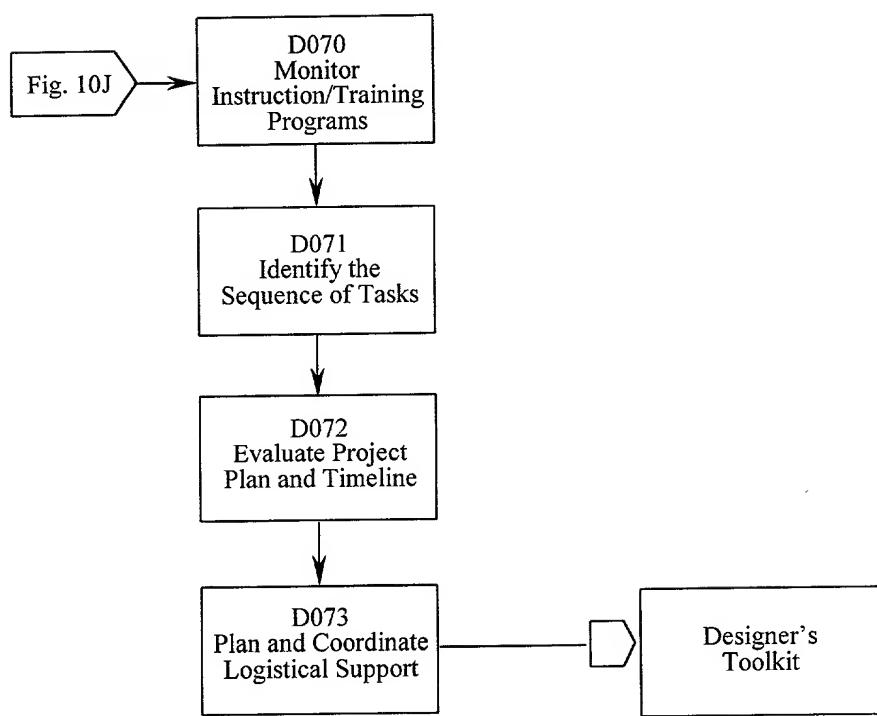
*Fig. 10H*



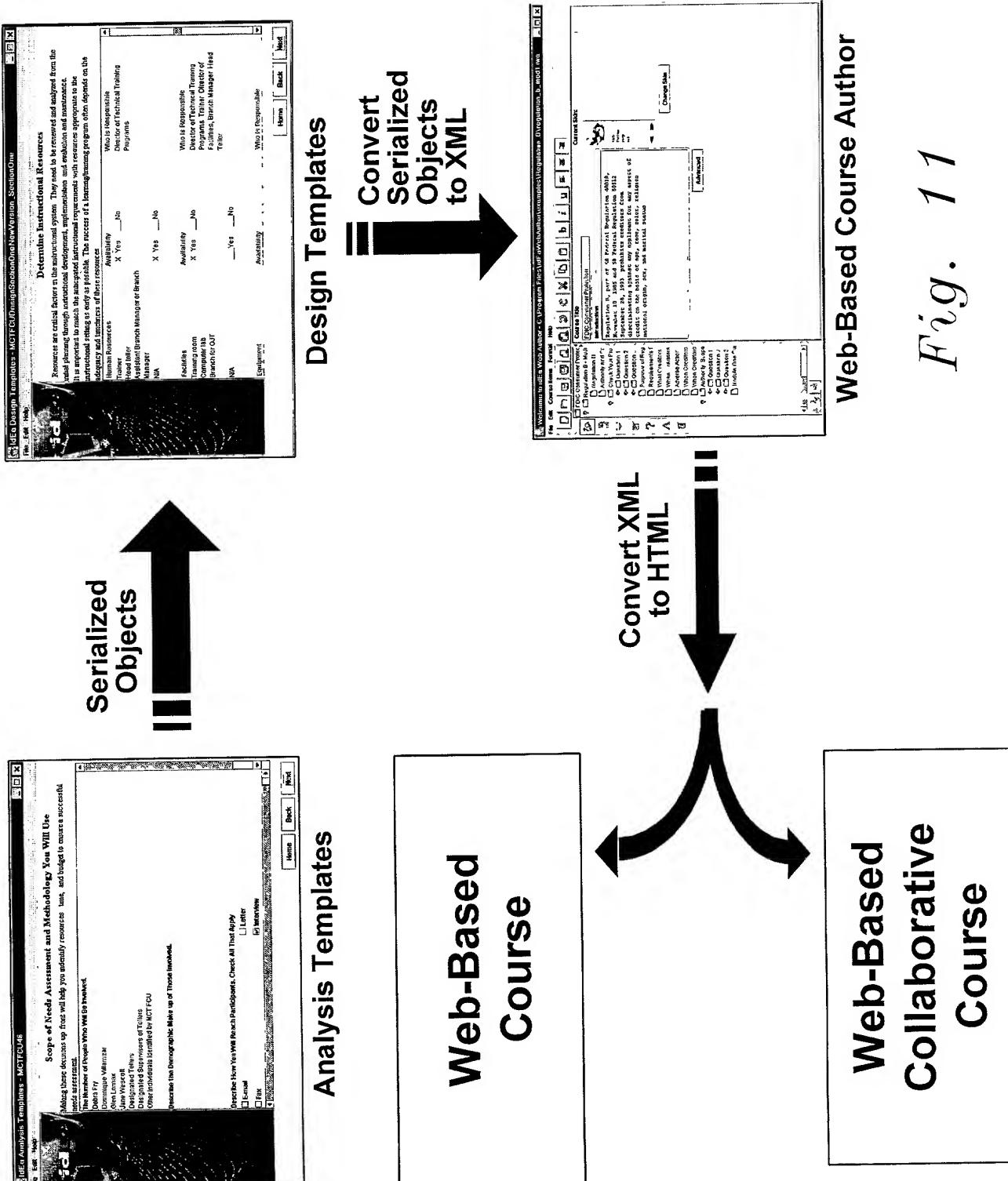
*Fig. 10I*

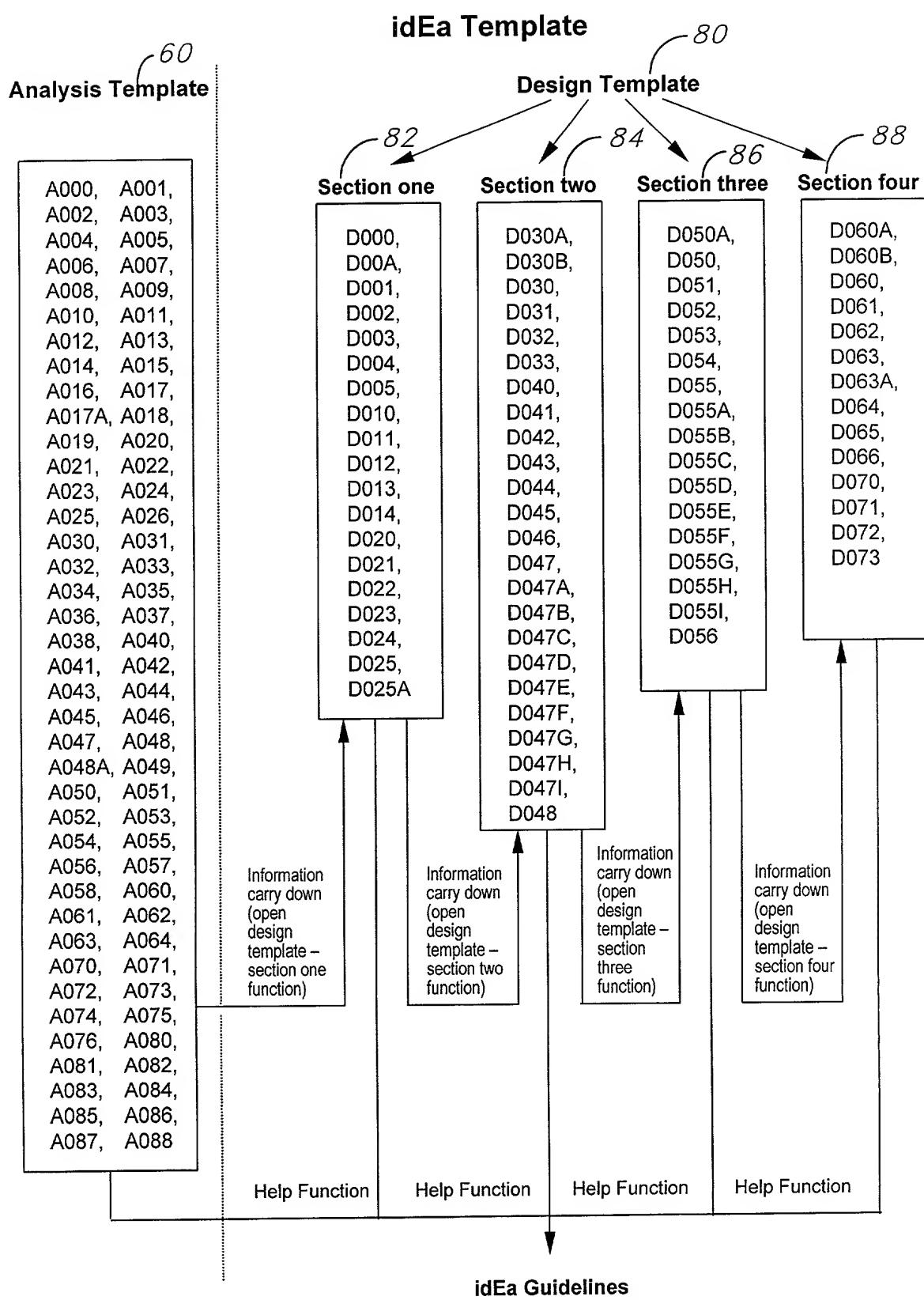


*Fig. 10J*



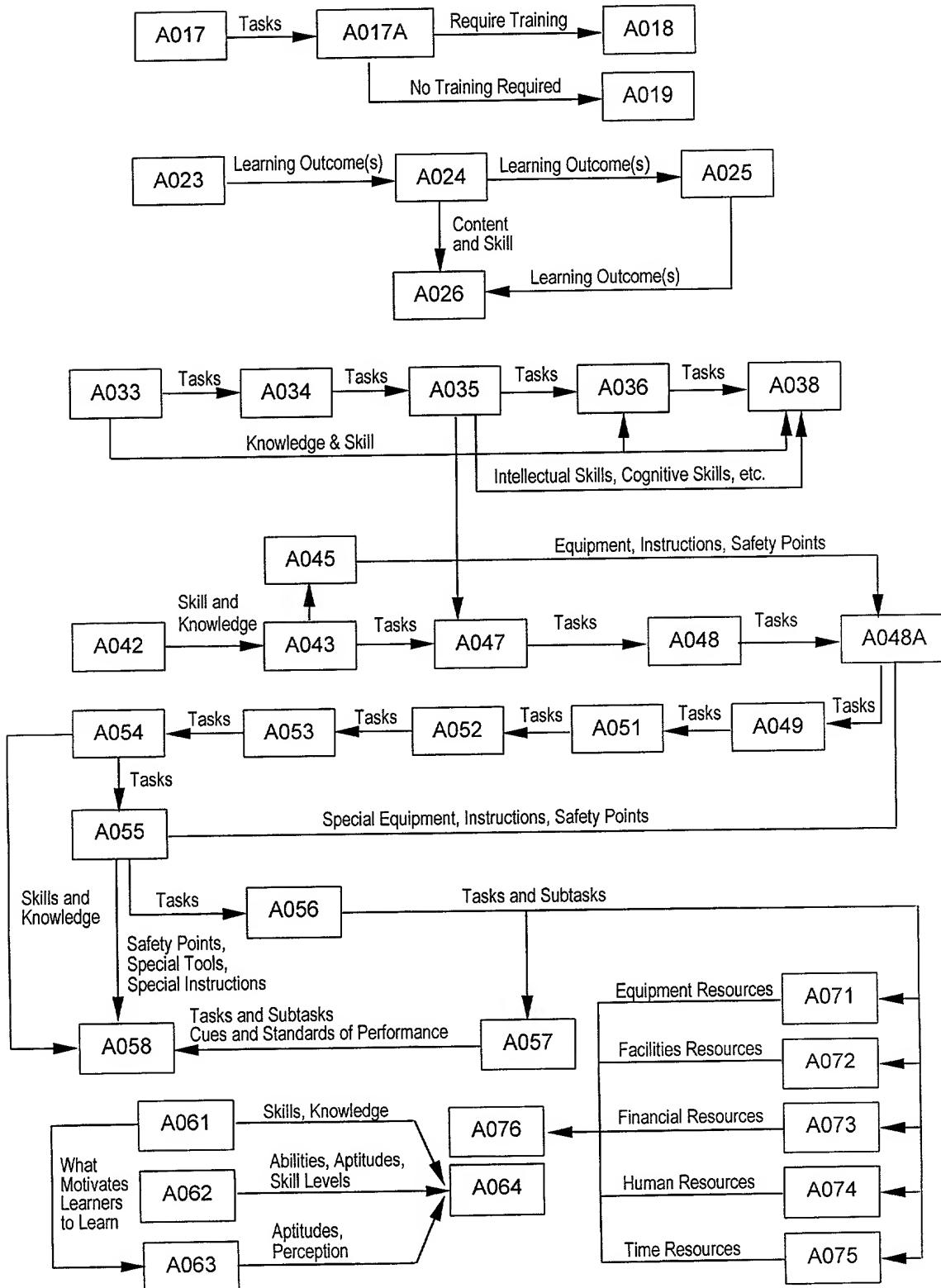
*Fig. 10K*





*Fig. 12A*

## Analysis Templates



*Fig. 12B*

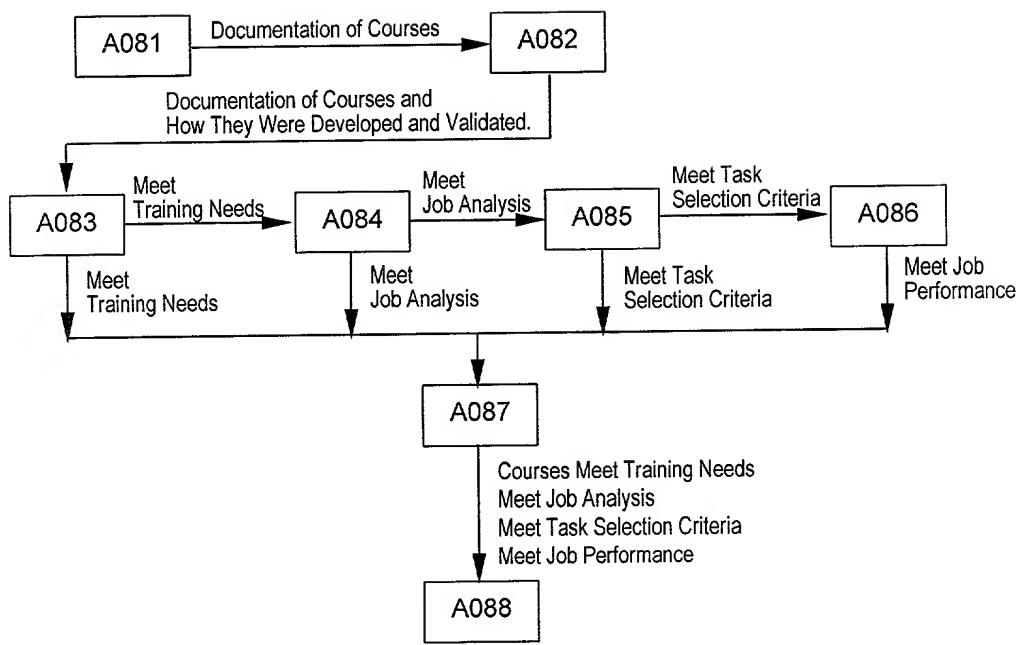
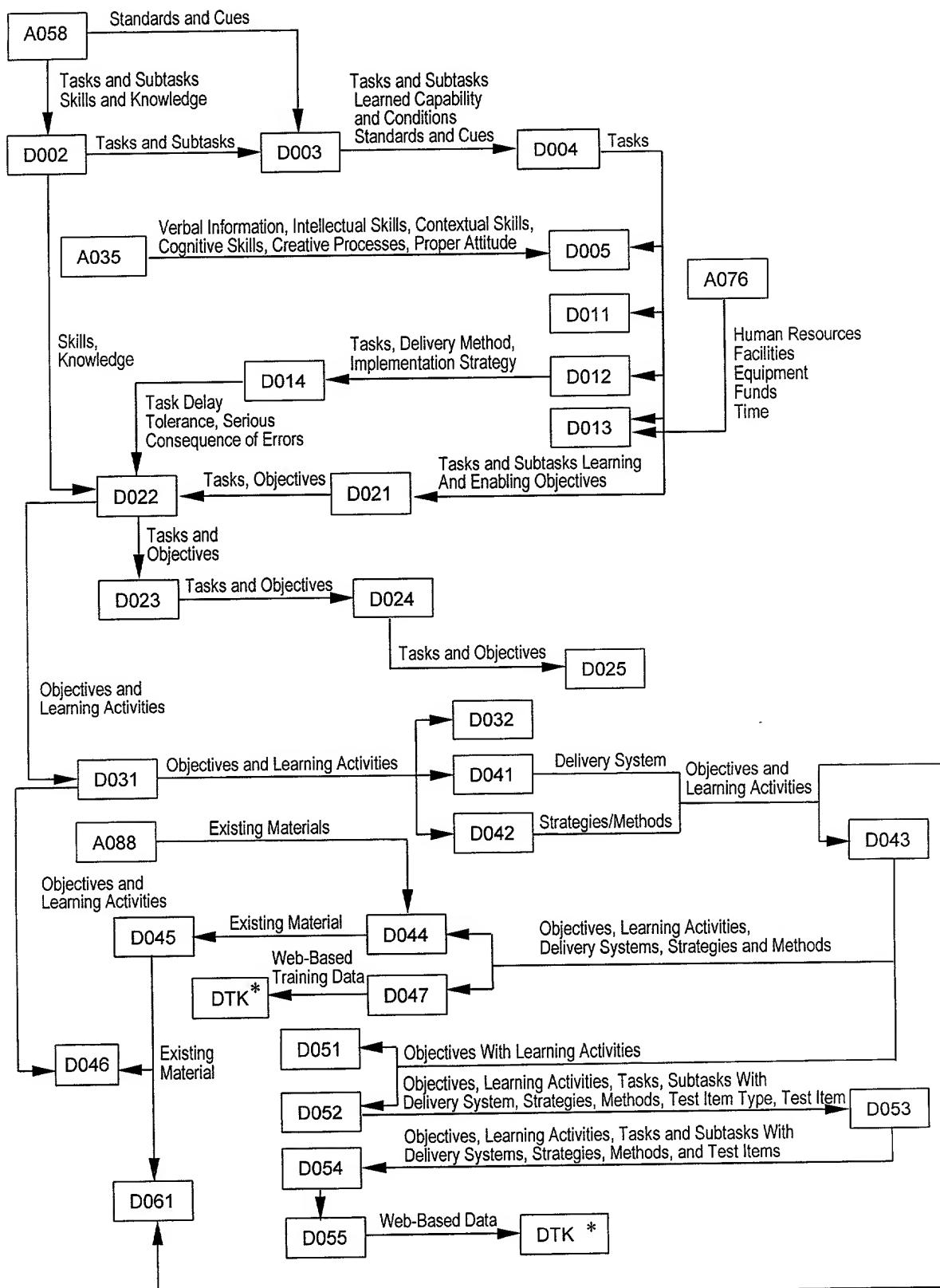


Fig. 12C

## Design Templates



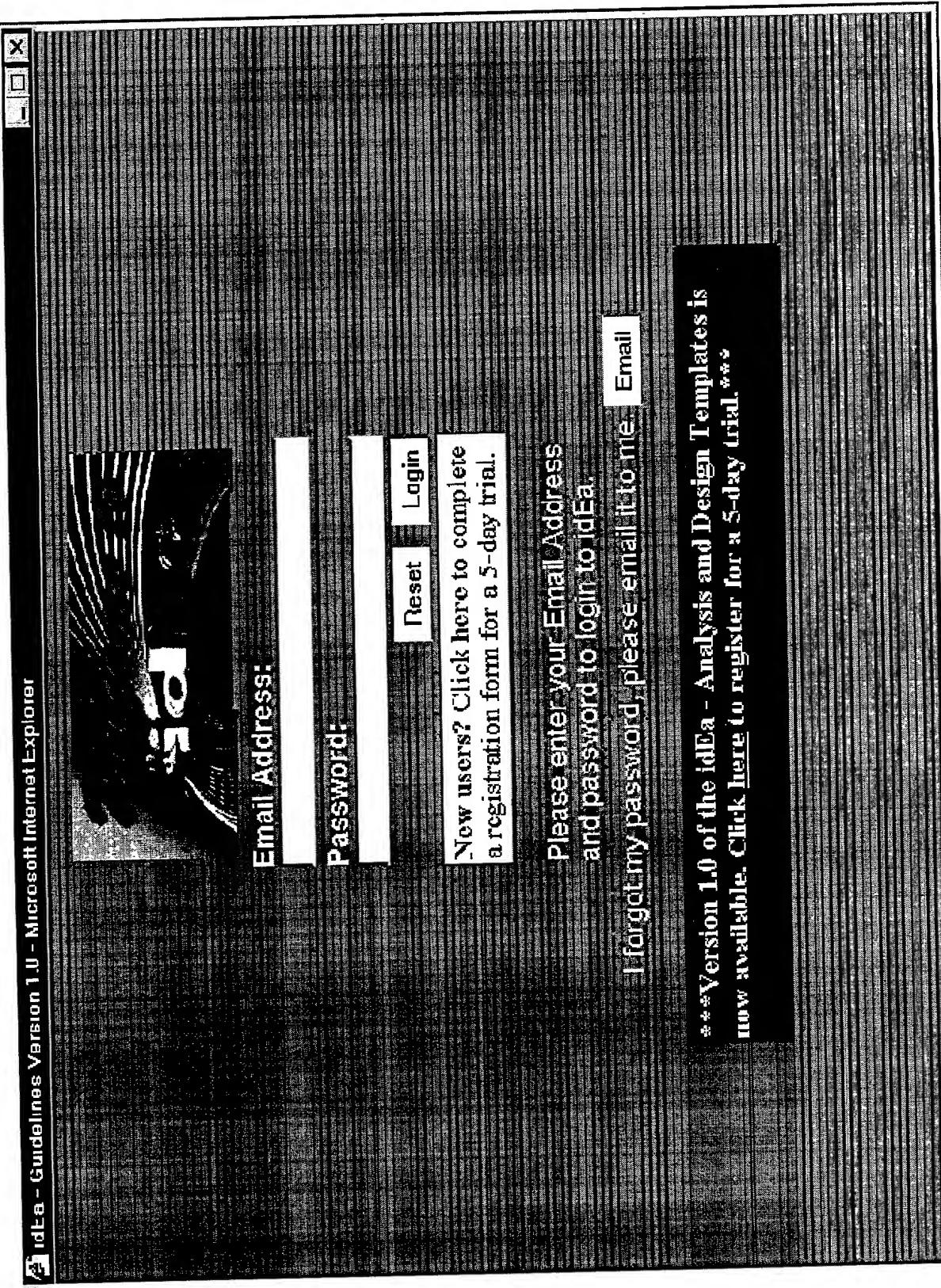
*Fig. 12D*

\*

Web-Based Training	47A	55A
Video-Based Training	47B	55B
Distance Learning	47C	55C
Interactive Courseware	47D	55D
Simulation-Based Training	47E	55E
Multimedia	47F	55F
Job Performance Aids	47G	55G
Virtual Reality	47H	55H
Instructor-Led Training	47I	55I

*Fig. 12E*

Fig. 13A



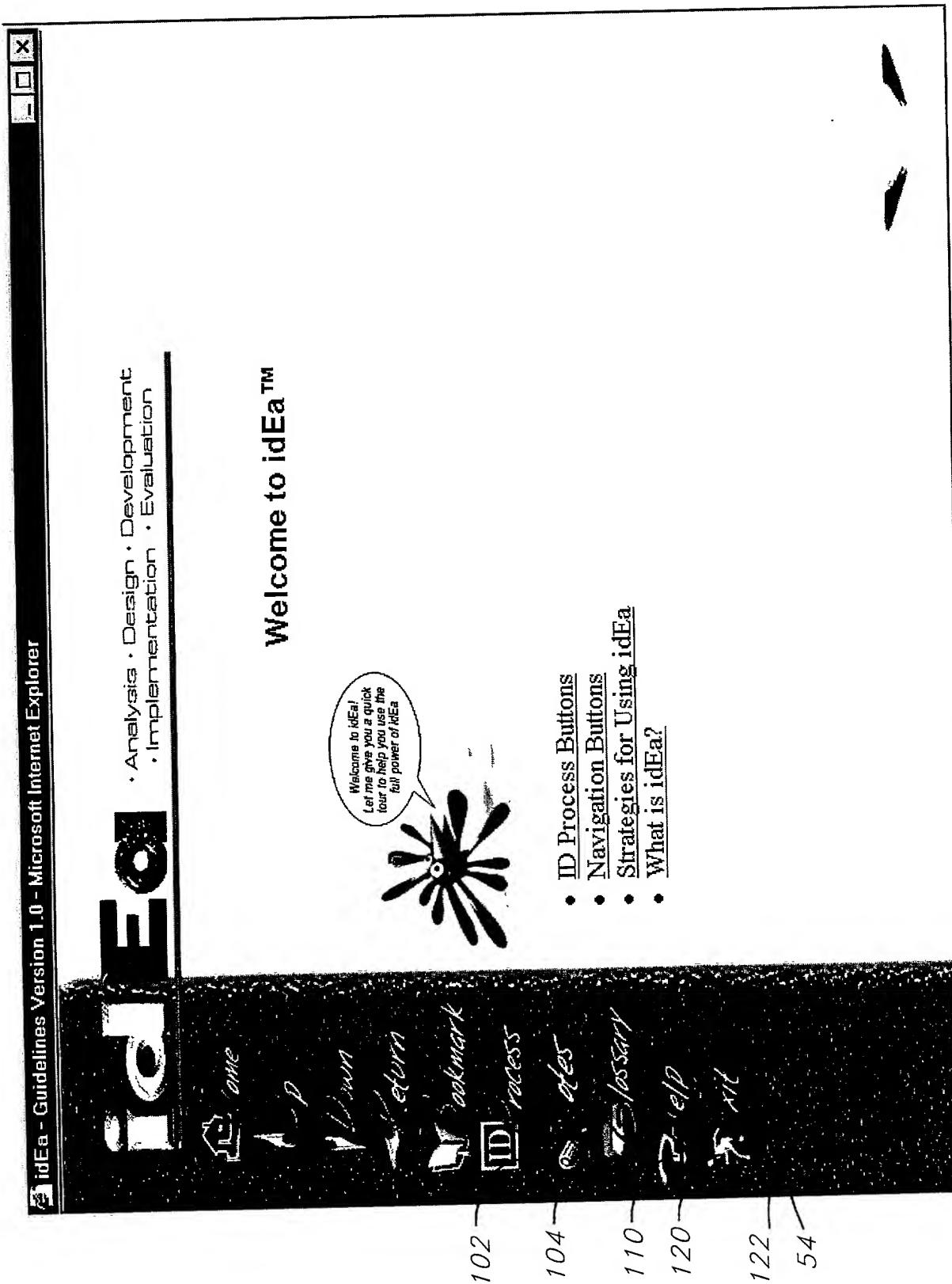


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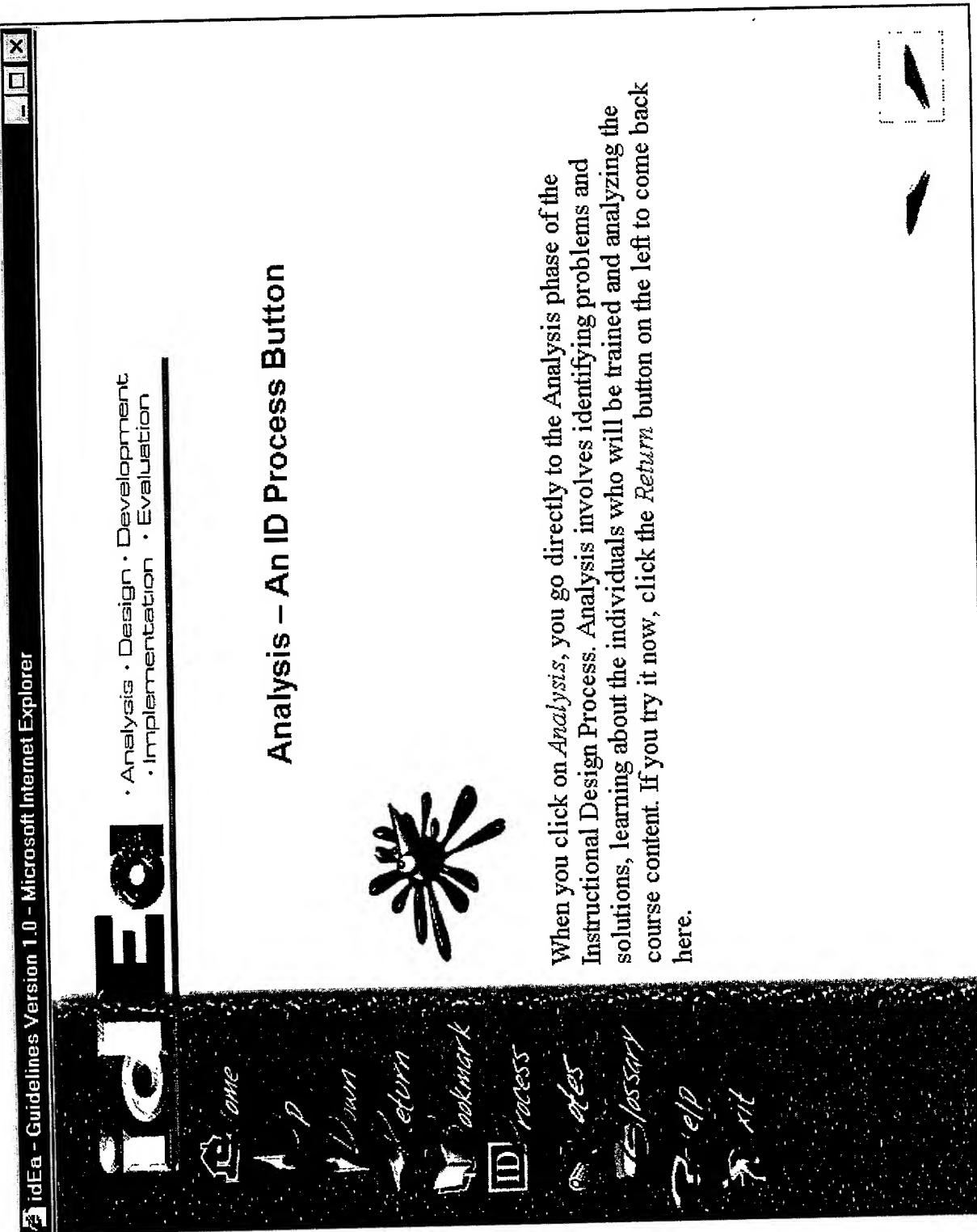


Fig. 13C

Fig. 13D

What is the Instructional Design Process?

The instructional design process is a guideline or procedure for designing and developing a lesson or course of instruction. It refers to procedures or steps to guide you through the design and development of curriculum. The full instructional design (ID) process begins with identifying a need for learners to learn a new set of knowledge or skills and proceeds through building and even teaching the course, finding out whether learners learned what they need, and improving the course to get better results.

Instructional design models are used today by instructional designers to improve learning by taking advantage of new technologies, new theories and research findings in learning and instruction.

Today, cognitive theory has an impact.

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Analysis • Design • Development  
• Implementation • Evaluation

Home ID tasks Glossary Help Exit

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**Add current page**

**Page Title**

**process?**

**Examples of Action Verbs for Classifying Recognizing Patterns Objectives**

Prioritize Objectives

Decision Tables

The ID Process Buttons

**Delete | Print**

The instructions developing a learning guide you through design (ID) process of knowledge of finding out what get better result

Use checkboxes to select messages to delete.

Instructional design by taking advantage of new technologies, new theories and research findings in learning and instruction.

Today, cognitive theory has an impact.

Instructional design by taking advantage of new technologies, new theories and research findings in learning and instruction.

Fig. 13E

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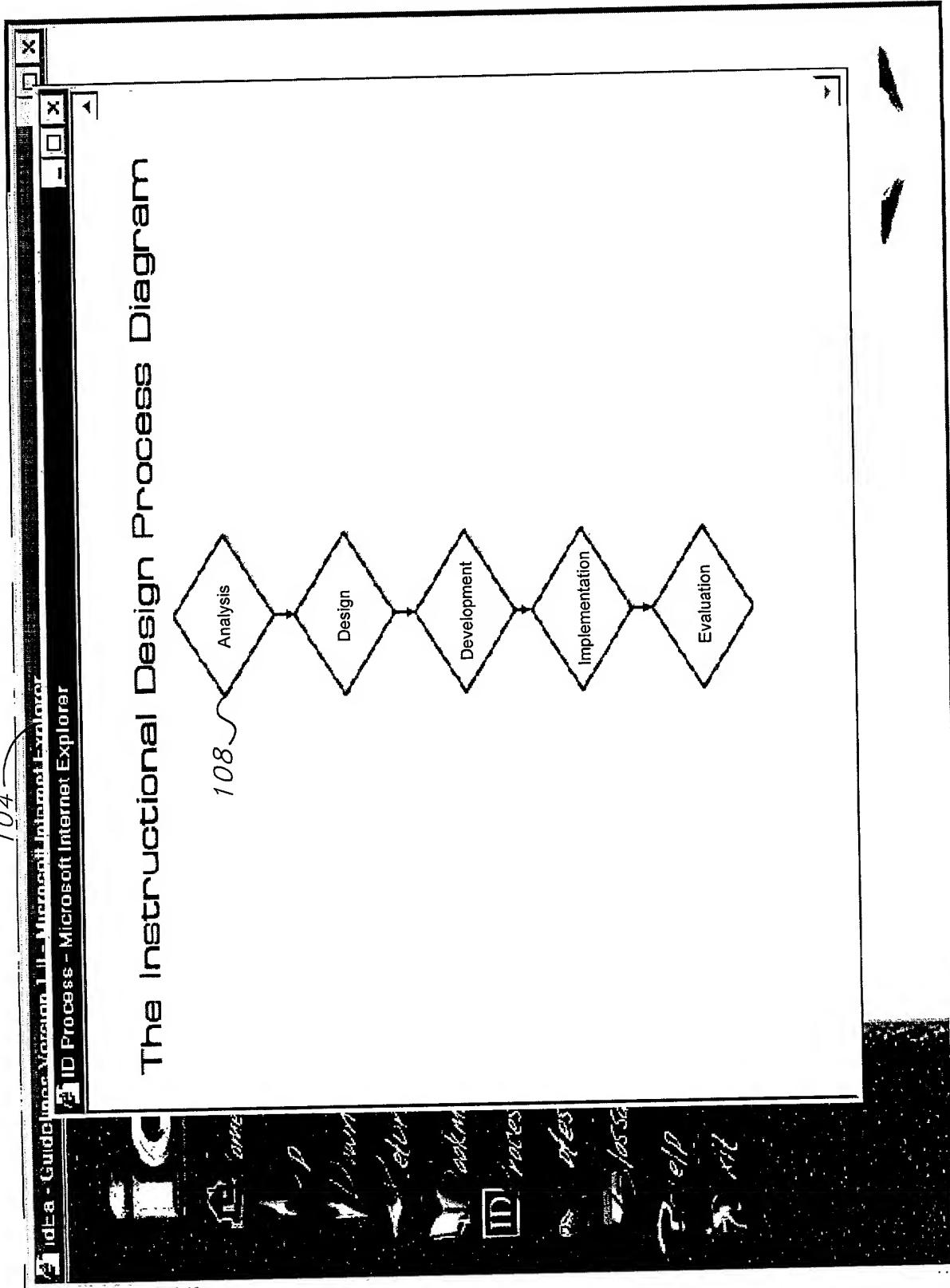


Fig. 13F.

108

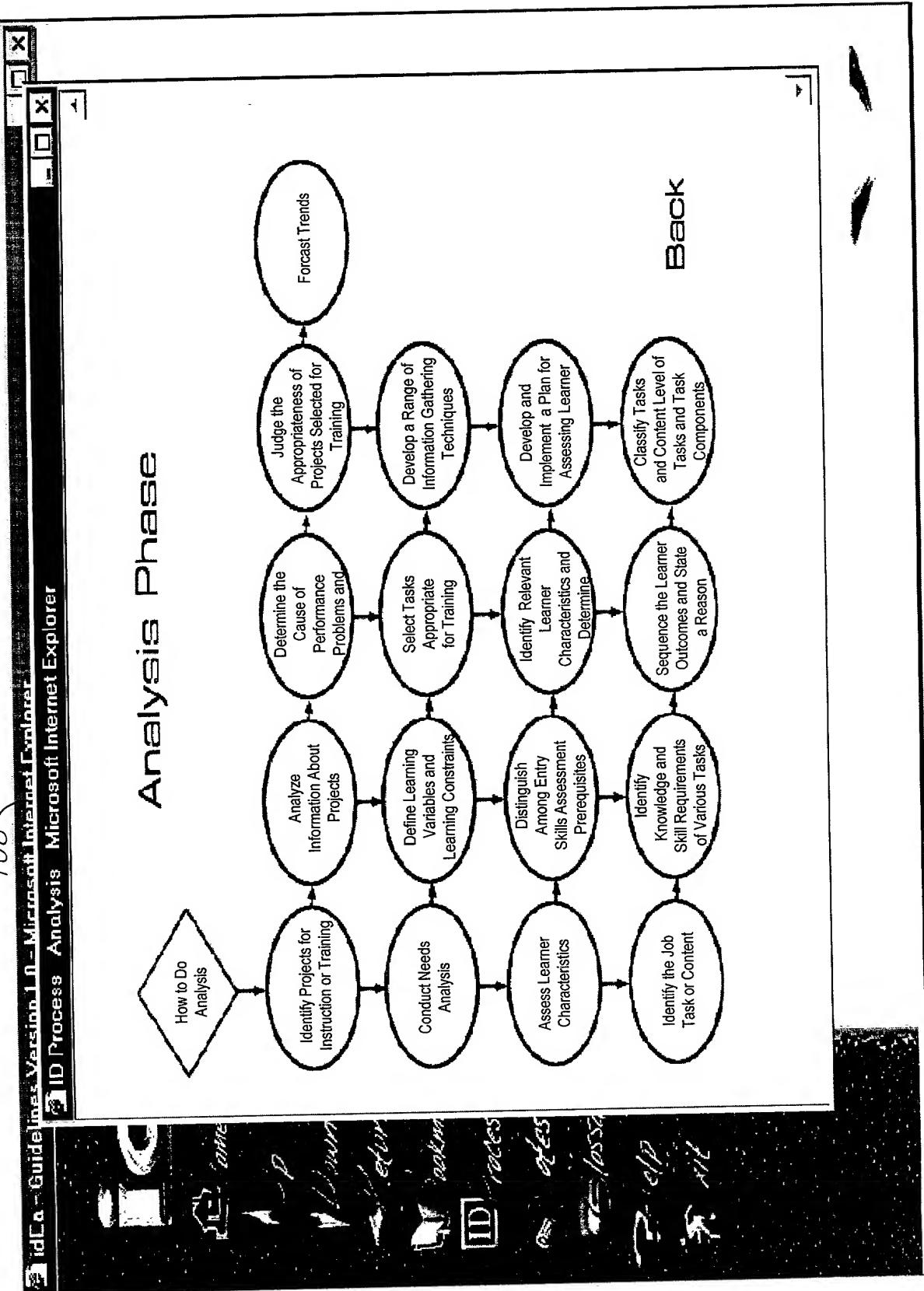
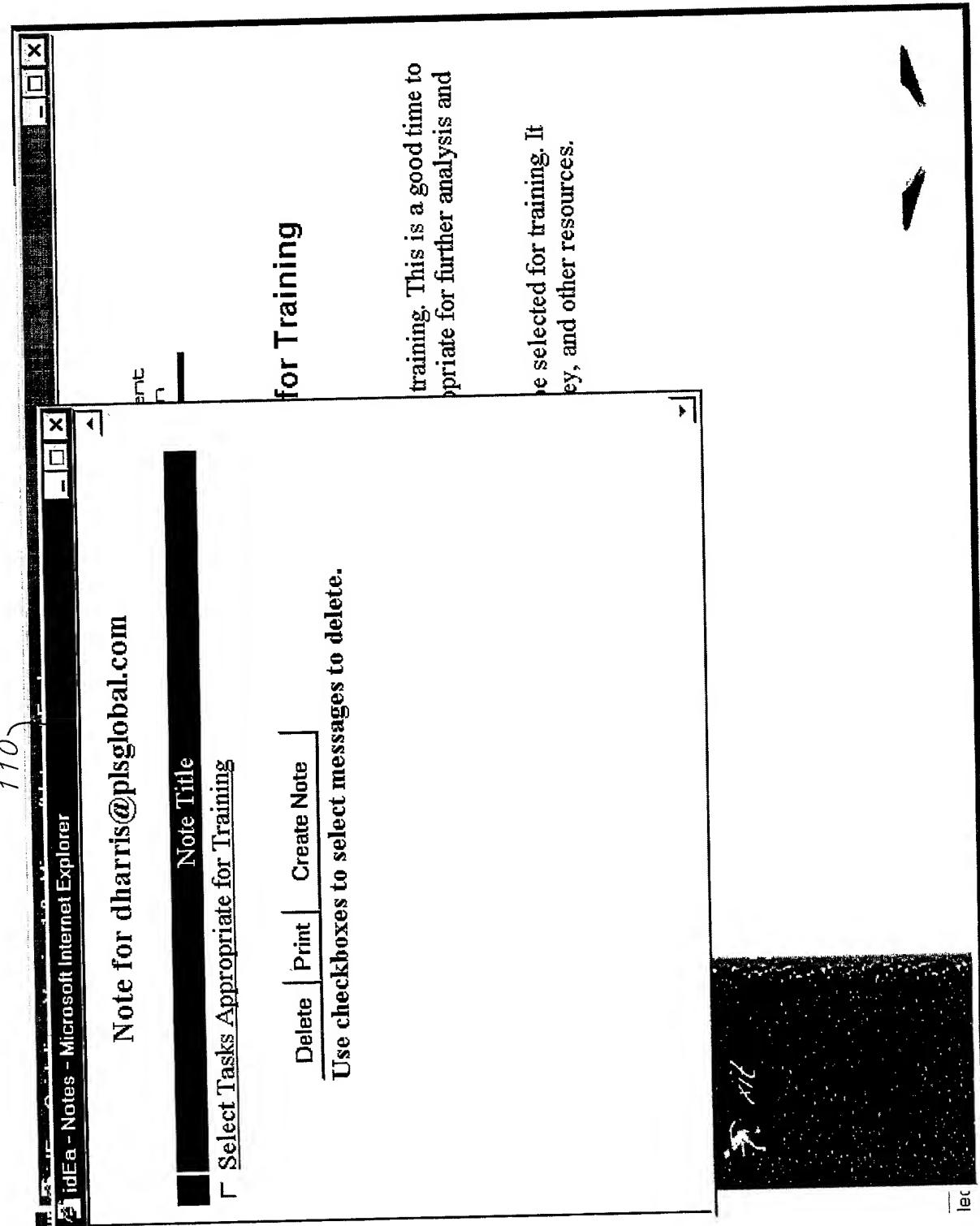


Fig. 13G

*Fig. 13H*



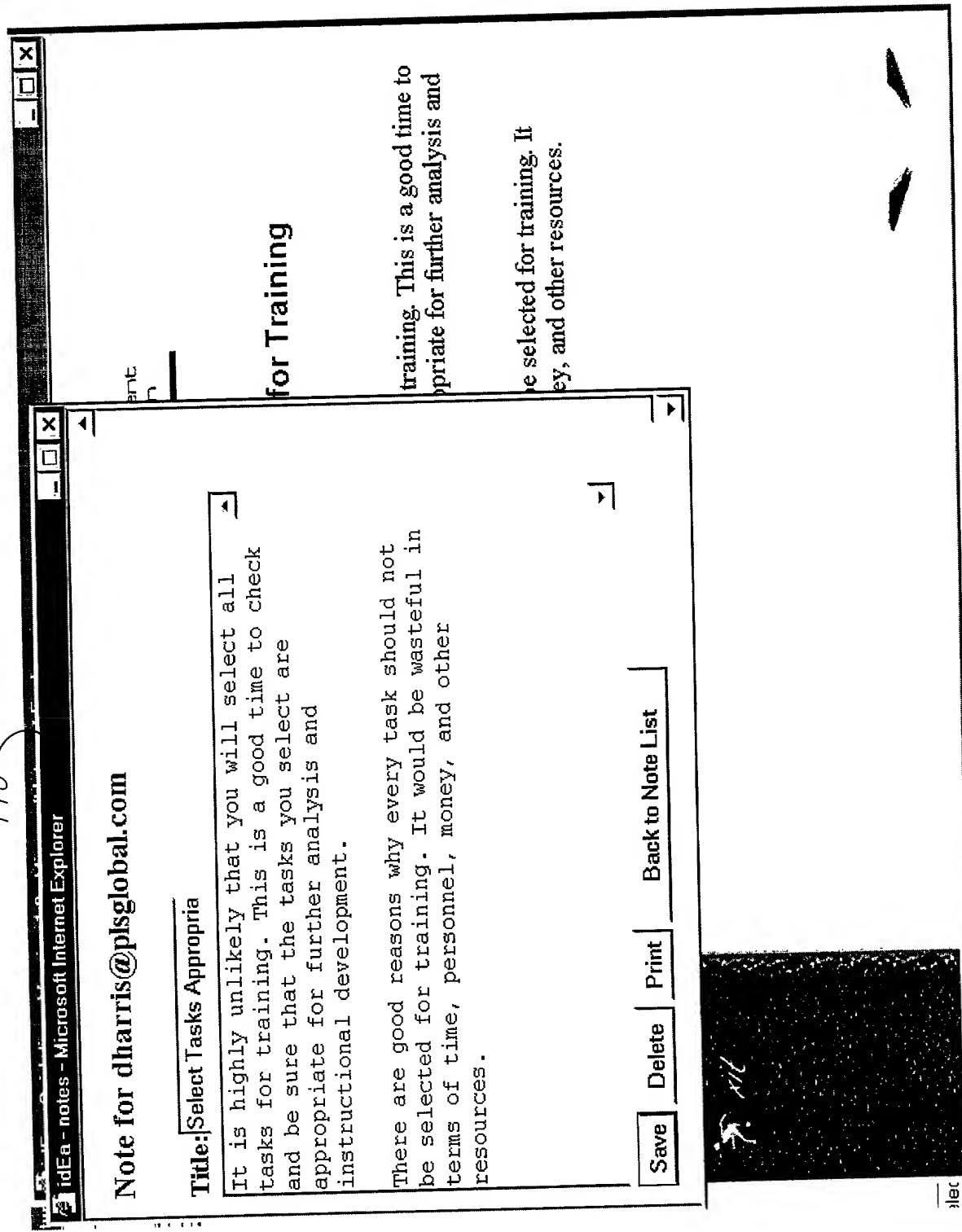


Fig. 131

Fig. 13.J

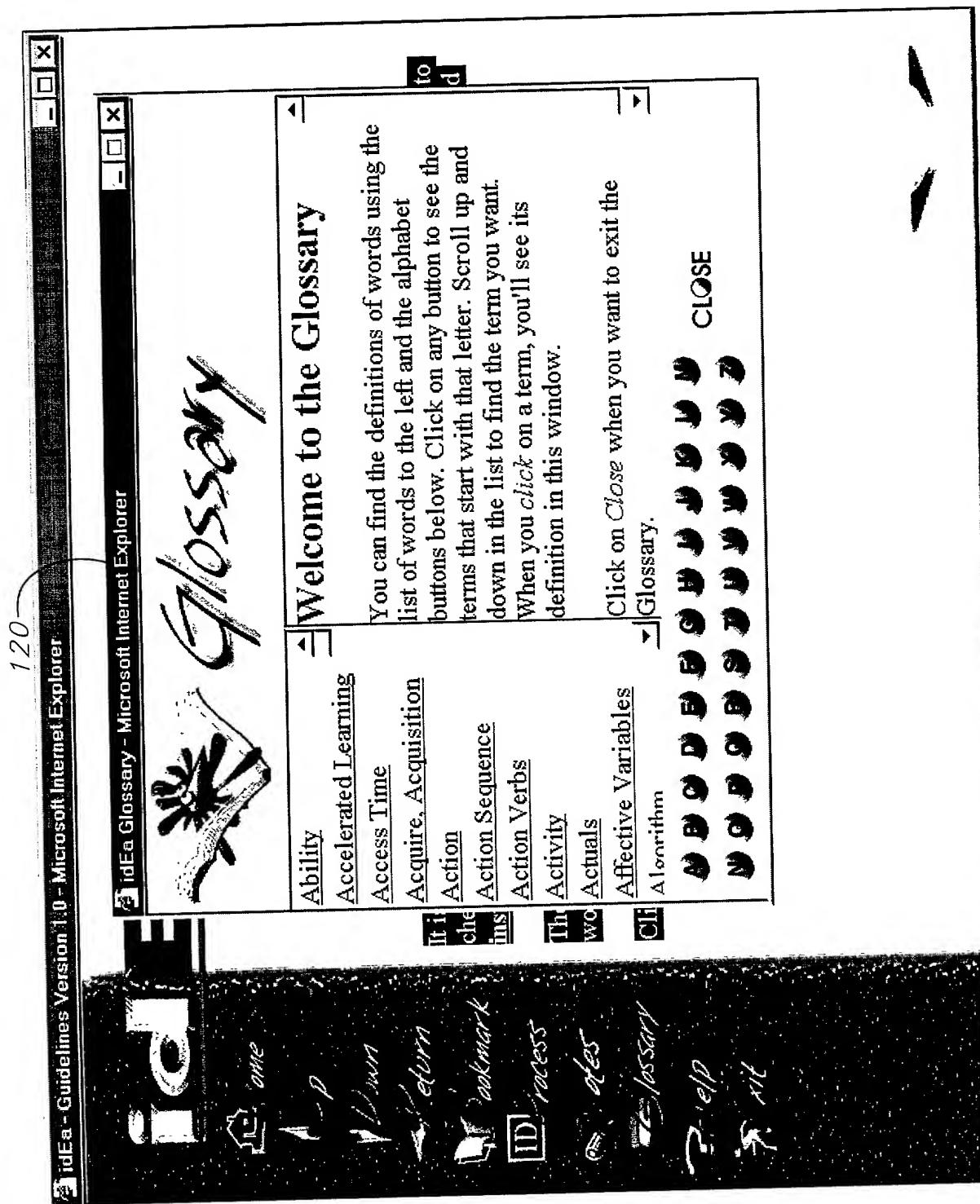


Fig. 13K

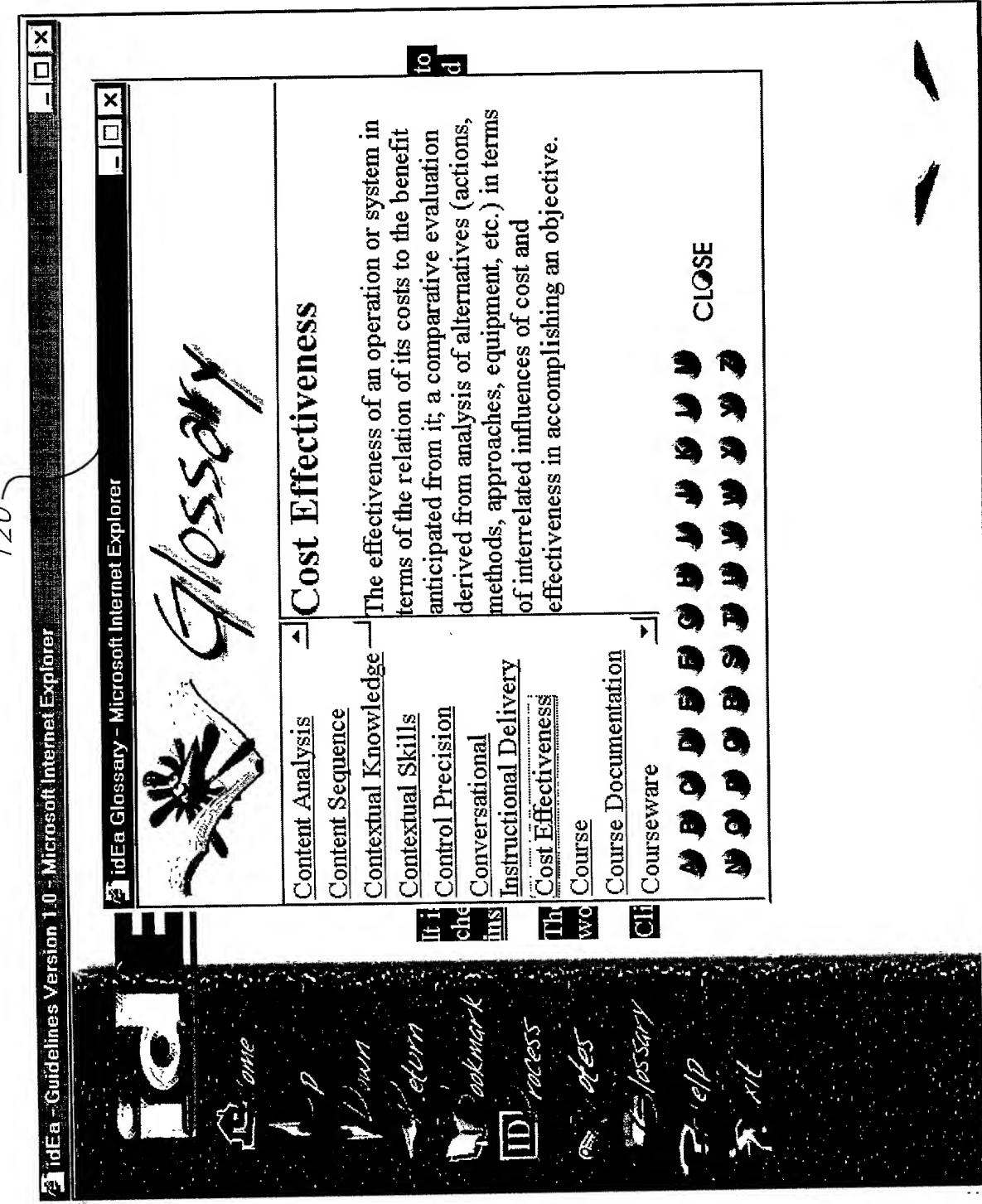


Fig. 13L

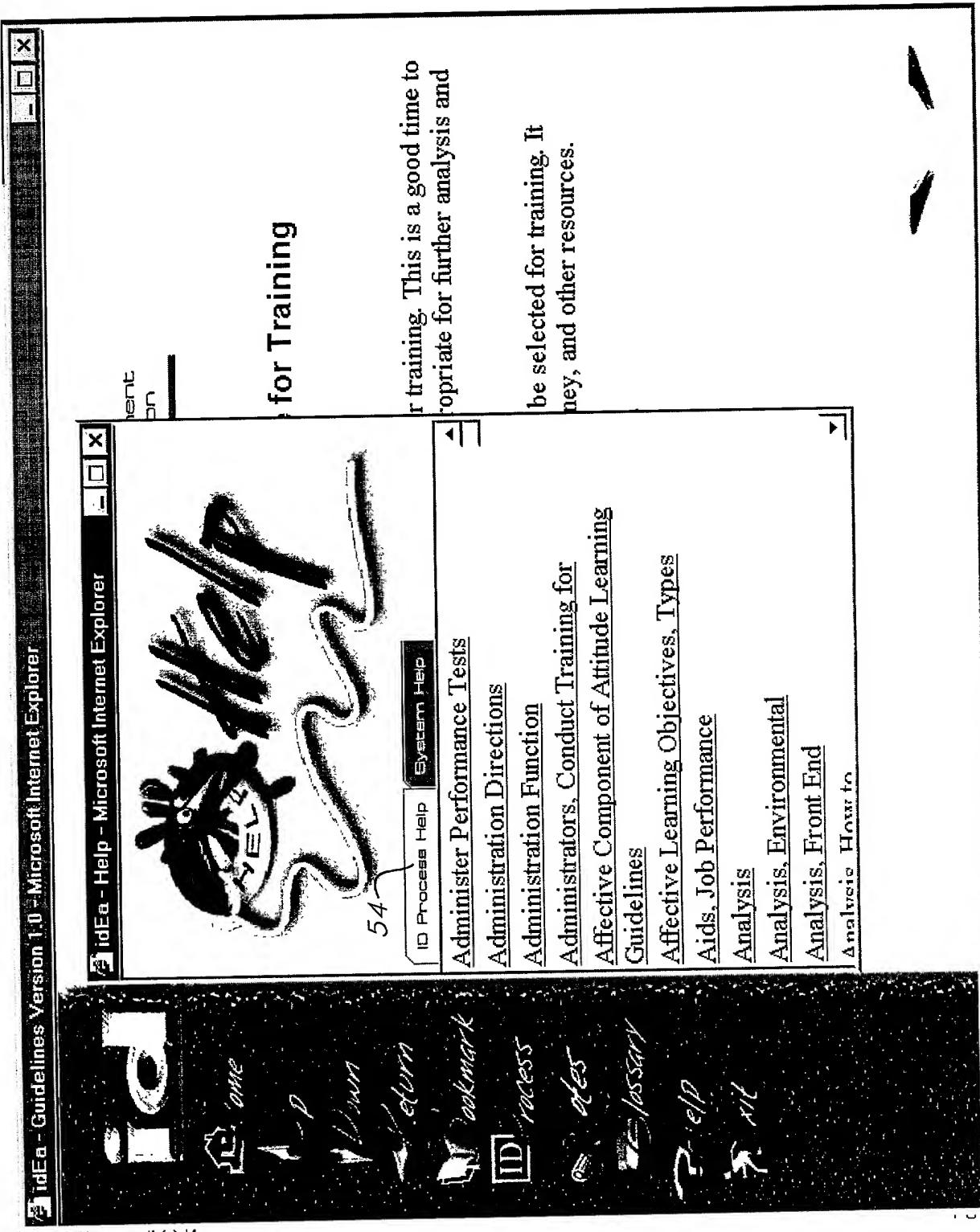


Fig. 13M

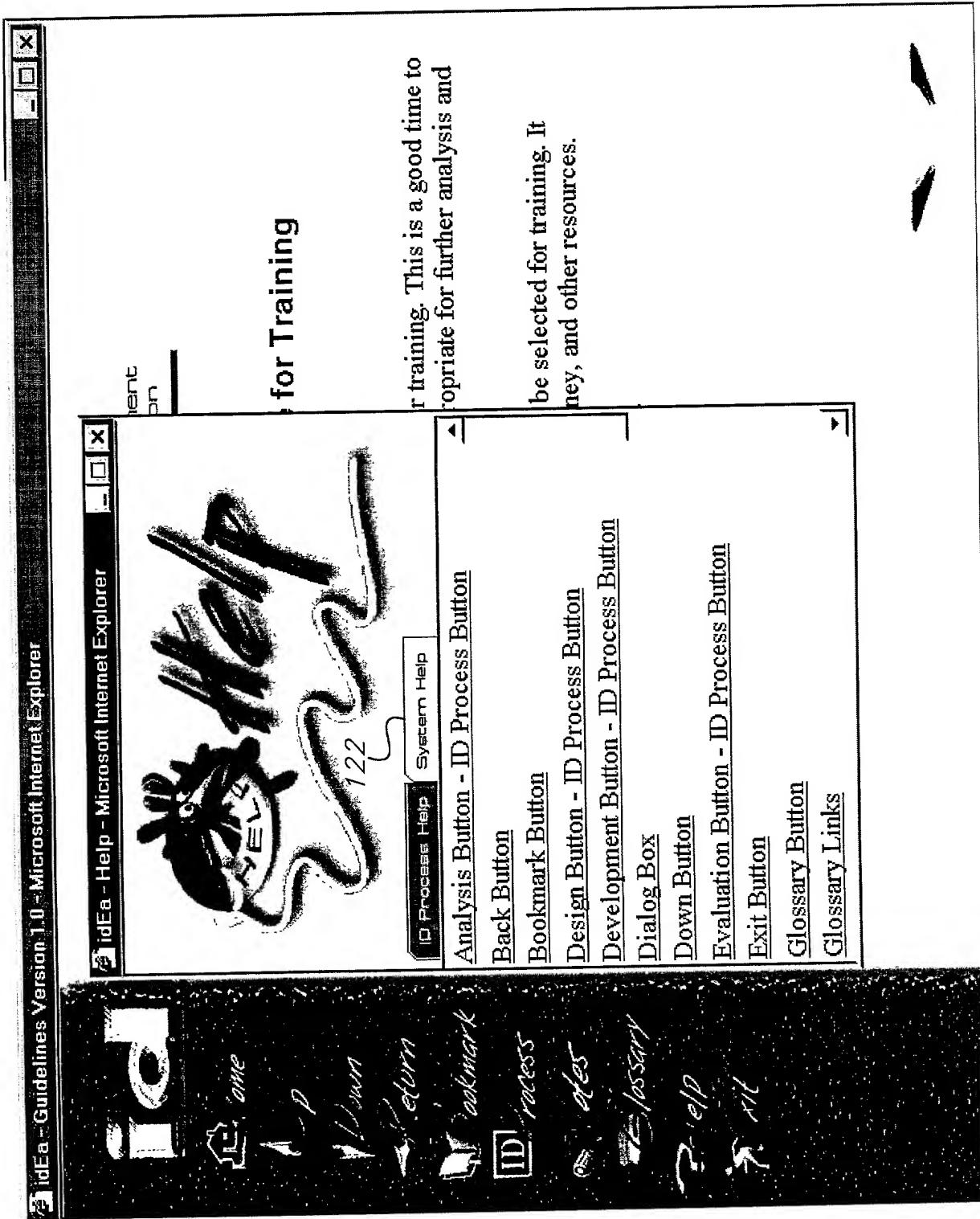
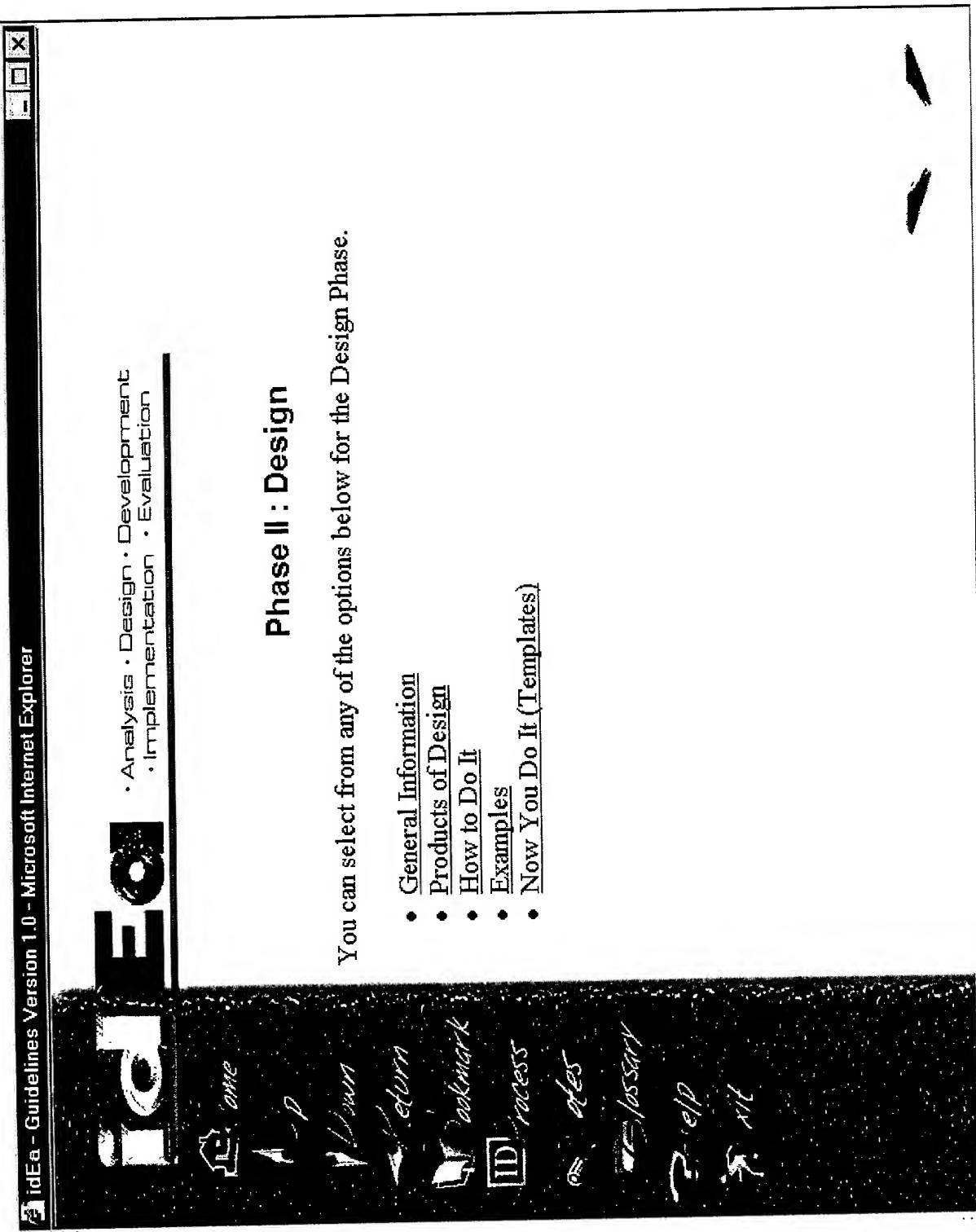


Fig. 13N





File Edit Help

IdEA Analysis Templates - New Document

id

This section helps you complete an analysis for your own training programs. What would you like to do?

Needs Assessment

Needs Analysis

Education Analysis

Learning Analysis

Job Analysis

Task Analysis

Learner Analysis

Resource Analysis

Existing Materials Analysis

[Home](#)

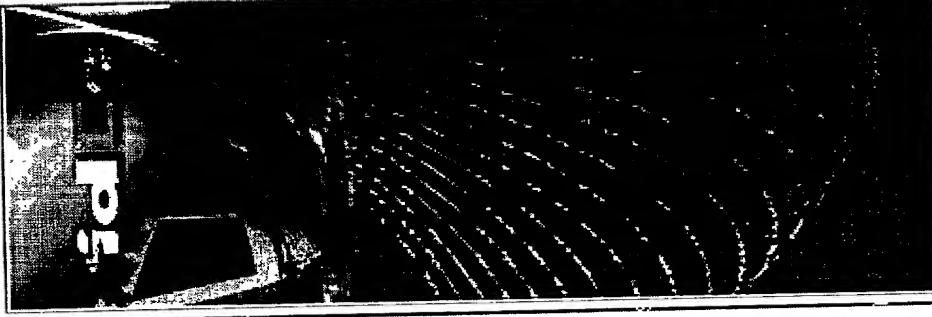
[Back](#)

[Next](#)

Fig. 14A

## IdEA Analysis Templates - MCTFCU46

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### Needs Assessment

Needs assessment begins with identifying the problem or need. For training, you are looking for instructional needs - lack of skills, knowledge and attitudes required to perform an activity, task, or job adequately. Use the following templates to help you complete your needs assessment.

- Determine the purpose and use of needs assessment
- Decide on the scope of needs assessment and methodology
- Decide whose needs are to be assessed
- List all the people involved in the needs assessment
- Decide who will perform the needs assessment
- Determine the best method for the assessment
- Conduct the assessment
- Develop the needs assessment report



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Fig. 14B

## IdEA Analysis Templates - MCTFCU46

File Edit Help

### Scope of Needs Assessment and Methodology You Will Use

Making these decisions up-front will help you identify resources, time, and budget to ensure a successful needs assessment.

#### The Number of People Who Will Be Involved.

Debra Fry  
Dominique Villamizar  
Glen Lomax  
Jane Wescott  
Designated Tellers  
Designated Supervisors of Tellers  
Other Individuals Identified by MCT FCU

#### Describe the Demographic Make-up of Those Involved.

#### Describe How You Will Reach Participants. Check All That Apply.

- Letter  
 E-mail  
 Fax  
 Interview

[Home](#) [Back](#) [Next](#)

Fig. 14C

 IdEA Analysis Templates - MCTFCU46

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### Determine the Best Method for the Assessment

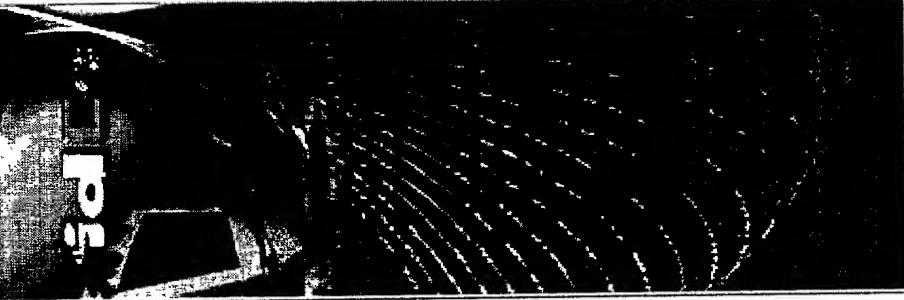
Decide whether or not to use each of the following methods for the needs assessment. Review the reason(s) for the needs assessment, the expected outcomes, the available resources and the amount of time - required and available for the assessment. Consider who will be involved and how they will be involved. Review what will be done with the information - how it will be used.

<b>Focus Groups</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
Basis for Decision	How Information Will Be Used
Not appropriate for this task.	
  <b>Interviews</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
Basis for Decision	How Information Will Be Used
There is a need to talk with supervisors, managers, trainers, and job holders to get the basic information about the job, tasks, skills, and supporting knowledge required. Once this information is gathered, reviewed, and analyzed, interviews are used in the process of verification, validation, and certification of the training to support the job.	

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Fig. 14D

## IdEA Design Templates - New Document



### Design Templates

The Design Templates help you complete a design for your learning environment.

The design is critical to the successful outcome of a learning or training program. It is the blueprint or plan. If you spend the time here, you will be able to plan for most variables. If your design is well thought out and specific, development will proceed smoothly and quickly.

This section helps you complete a design for your own training programs.

What section within Design do you want to go to?

**Section 1 - Develop and Sequence Learning Objectives and Activities**

**Section 2 - Specify and Describe Instructional Strategies and Methods and Delivery Systems**

**Section 3 - Evaluate Instructional Outcomes**

**Section 4 - Examine Organizational Issues**

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Next

Fig. 15A

## IdEA Design Templates - New Document

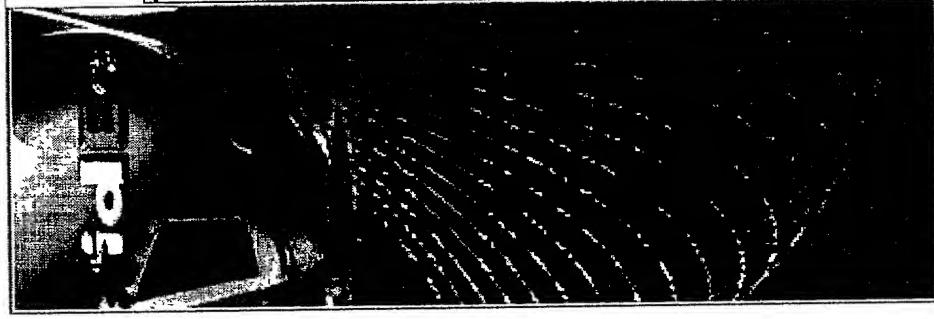
File Edit Help

### Begin Design Templates

What would you like to do?

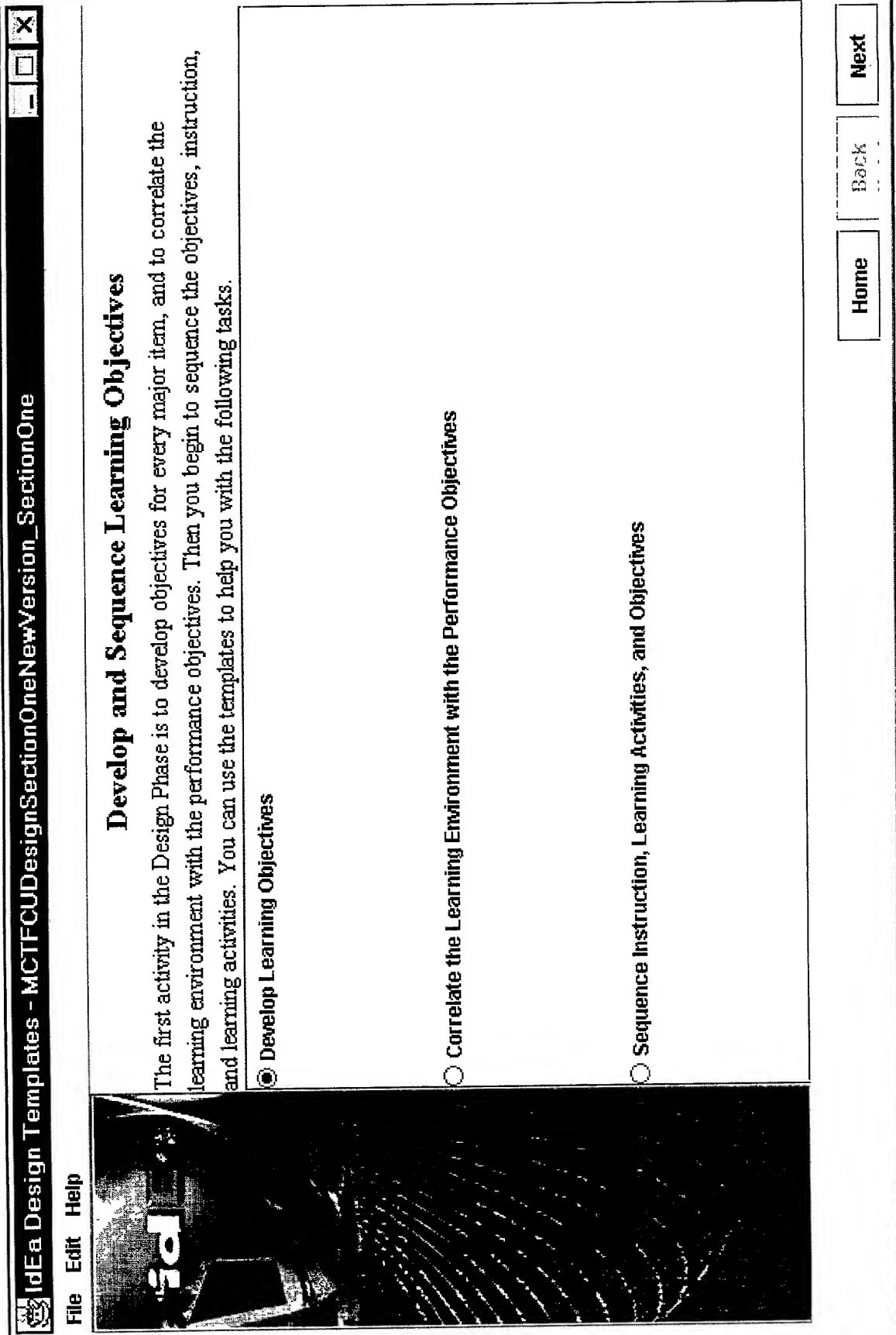
- \* Click here if you have completed the Analysis templates. Select the Analysis file for the project you wish to open. (Your information will carry to the Design templates.)
- \* Click here if you have not completed the Analysis templates and do not want to complete Analysis activities. You will begin the Design.

You will note certain Design Templates that advise you to make any changes in the Analysis Templates since the information is sorted, compiled, filtered, and carried down to the Design Templates. It is recommended that you do this. If you think you will complete analysis activities for this effort; however, you do not have to do this. You can begin with the Design. If at a later point, you do decide to complete analysis activities, just save your input to a different file.



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Fig. 15B

**IdEA Design Templates - MCTFCUDesignSectionOneNewVersion\_SectionOne**

File Edit Help

## Develop and Sequence Learning Objectives

The first activity in the Design Phase is to develop objectives for every major item, and to correlate the learning environment with the performance objectives. Then you begin to sequence the objectives, instruction, and learning activities. You can use the templates to help you with the following tasks.

- Develop Learning Objectives
- correlate the Learning Environment with the Performance Objectives
- Sequence Instruction, Learning Activities, and Objectives

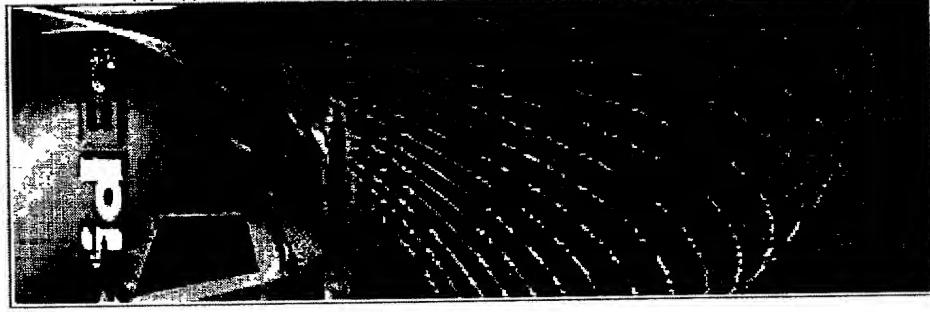
Home Back Next

Fig. 15C



## IdEA Design Templates - MCTFCUDesignSectionOneNewVersion\_SectionOne

File Edit Help



### Develop Learning Objectives

The first activity in the design phase is to develop objectives for every major item - a task, skill, knowledge, etc. - identified for training in the Analysis Phase. The objectives should be consistent with the instructional need.

Learning objectives state exactly what learners are expected to do to demonstrate mastery of the content. They express the expected behaviors or performance once the learning or training is complete. They do not describe learning activities. They are based directly on job performance measures or on learning requirements. Use the following templates to help you write objectives.

- Write Objectives
- Distinguish Objectives from Goals
- Write Performance Objectives
- Judge Statements of Learning Outcomes

[Home](#) [Back](#) [Next](#) [Next](#)

Fig. 15D



## Write Performance Objectives

Performance objectives - terminal and learning performance objectives and enabling objectives - define what learners must be able to do at the end of the learning.

<b>Task</b>	Follow appropriate cash handling procedures.
<b>Learned Capability</b>	Count cash three times.
<b>Conditions</b>	Given the daily routines in the branch.
	Members count cash three times using the cash ticket and having the member sign the deposit slip, particularly when the member is getting cash back, with 85% accuracy. Initially as teller level 1, they receive assistance.
<b>Standards</b>	Tellers follow all starting the day procedures with 85% accuracy.
	Tellers follow all closing the day procedures with 85% accuracy.
	Members come to the teller window and as part of the member's transactions, they count cash to give to the member.
<b>Cues</b>	As part of the starting the day procedures, tellers login to Symitar and purchase cash from the vault. They also set up the cash drawer with no more than \$20,000 and position the bait money. Tellers follow end of the day procedures, and verify and strap currency, and handle end of the draw cash procedures.

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Fig. 15E

**IdEa Design Templates - MCTFCUDesignSectionOneNewVersion\_SectionOne**

**File Edit Help**

## Determine Instructional Resources

Resources are critical factors in the instructional system. They need to be reviewed and analyzed from the initial planning through instructional development, implementation, and evaluation and maintenance. It is important to match the anticipated instructional requirements with resources appropriate to the instructional setting as early as possible. The success of a learning/training program often depends on the adequacy and timeliness of these resources.

Human Resources	Availability	Who Is Responsible
Trainer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Director of Technical Training Programs
Head teller		
Assistant Branch Manager or Branch Manager	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
N/A		

Facilities	Availability	Who Is Responsible
Training room	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Director of Technical Training Programs, Trainer, Director of Facilities, Branch Manager, Head Teller
Computer lab		
Branch for OJT		
N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Equipment	Availability	Who Is Responsible

**Home** **Back** **Next**

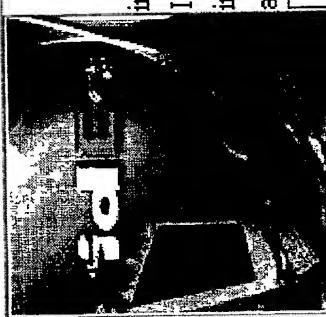


Fig. 15F

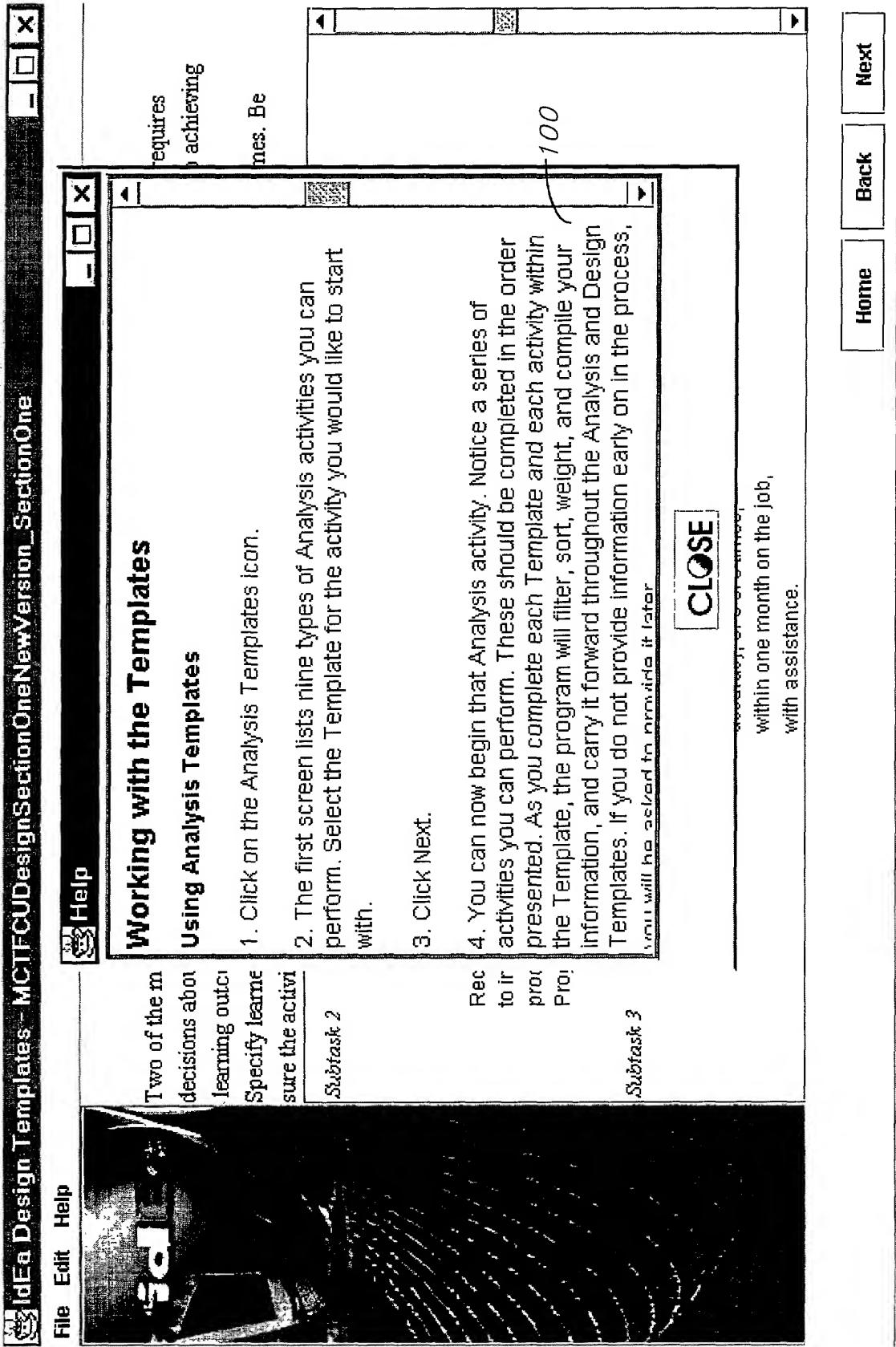


Fig. 15G

**idEa Design Templates - New Document**

**File Edit Help**

## Ending and Closing Section 1 of the Design Templates

You have completed Section 1 of the Design Templates – Develop and Sequence Learning Objectives. You are now ready to proceed to Section 2.

However, there are some logistical tasks you must complete before moving on. The Design Templates are very robust in the work they allow you to do. They perform a lot of computations and compilations based on the decisions you make and the information you input. The Templates have been divided into four section in order to make your work easier and give you more flexibility. The Templates are able to process a lot of information more quickly in this format.

Since you have completed a great deal of work, it is very important that you save it before continuing with Section 2. You will have the same flexibility to edit, change, and/or print as you have with the Analysis Templates. The information you entered here will be available to you in Section 2 in its compiled form so you can continue with instructional strategies and methods – but only if you **SAVE** it. If you close without saving, your work and the work completed by the Templates will be lost. Save your work – give your file a name. It will save as a text and an HTML file.

**Click here to save**

**Click here to begin Section 2**

**Home** | **Back** | **Next** |

Fig. 15H

## idEa Design Templates - New Document

File Edit Help

### Design Templates – Section 2 Introduction

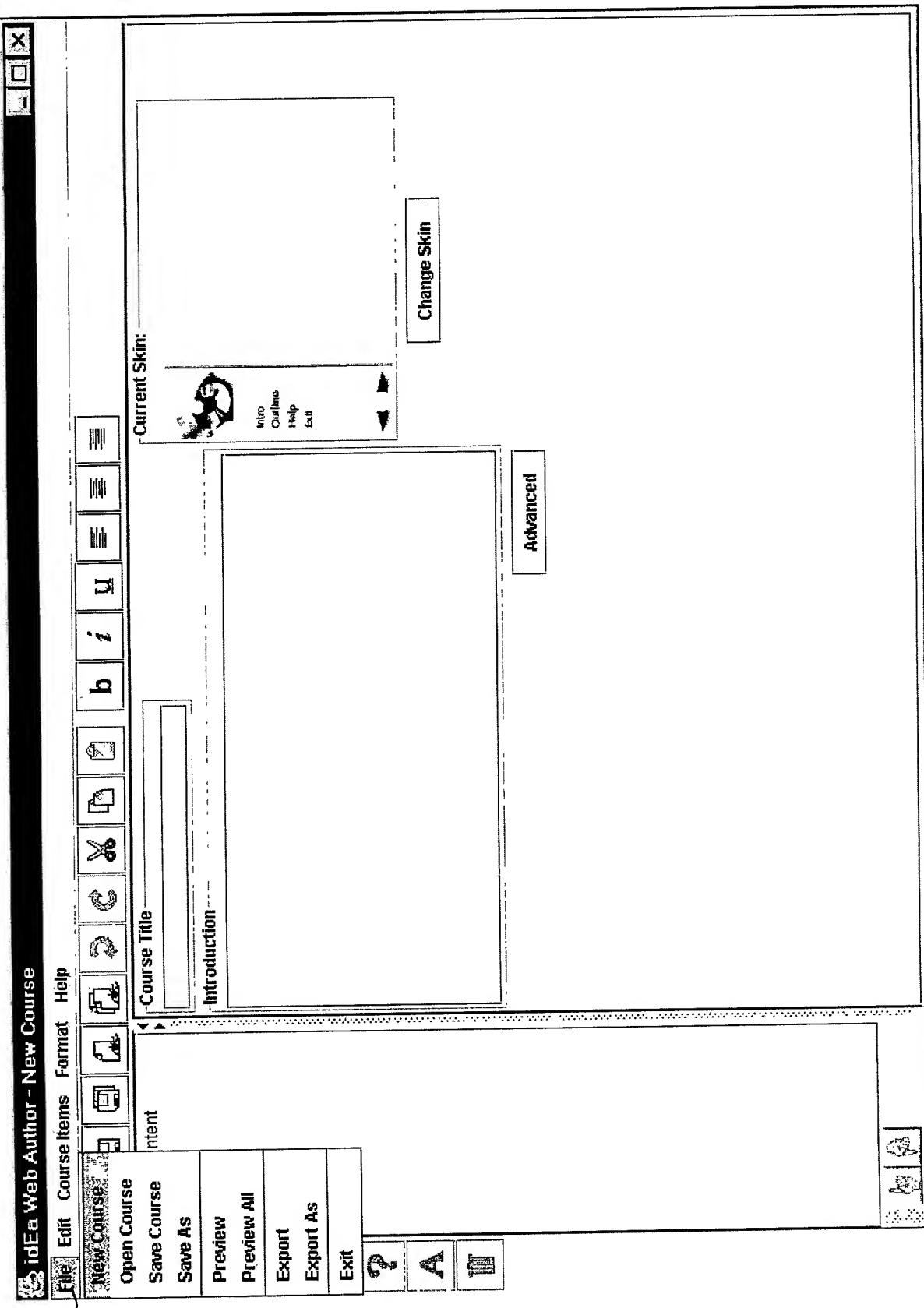
This section of Design Templates takes all the work you completed in Section 1 and that has been weighted and compiled by the Templates to produce sequenced performance objectives, learning activities, and instruction. The Templates in Section 2 will help you specify and describe instructional strategies and methods, and delivery strategies.

#### What would you like to do?

- If you have completed Section 1 of the Design Templates, click [here](#) to open the file where you saved your work for Section 1 and begin Section 2 of the Design Templates.
- If you have not yet completed Section 1 of the Design Templates you must do so before continuing with this Section. Click [here](#) to go to Section 1.

[Home](#) | [Back](#) | [Next](#) ]

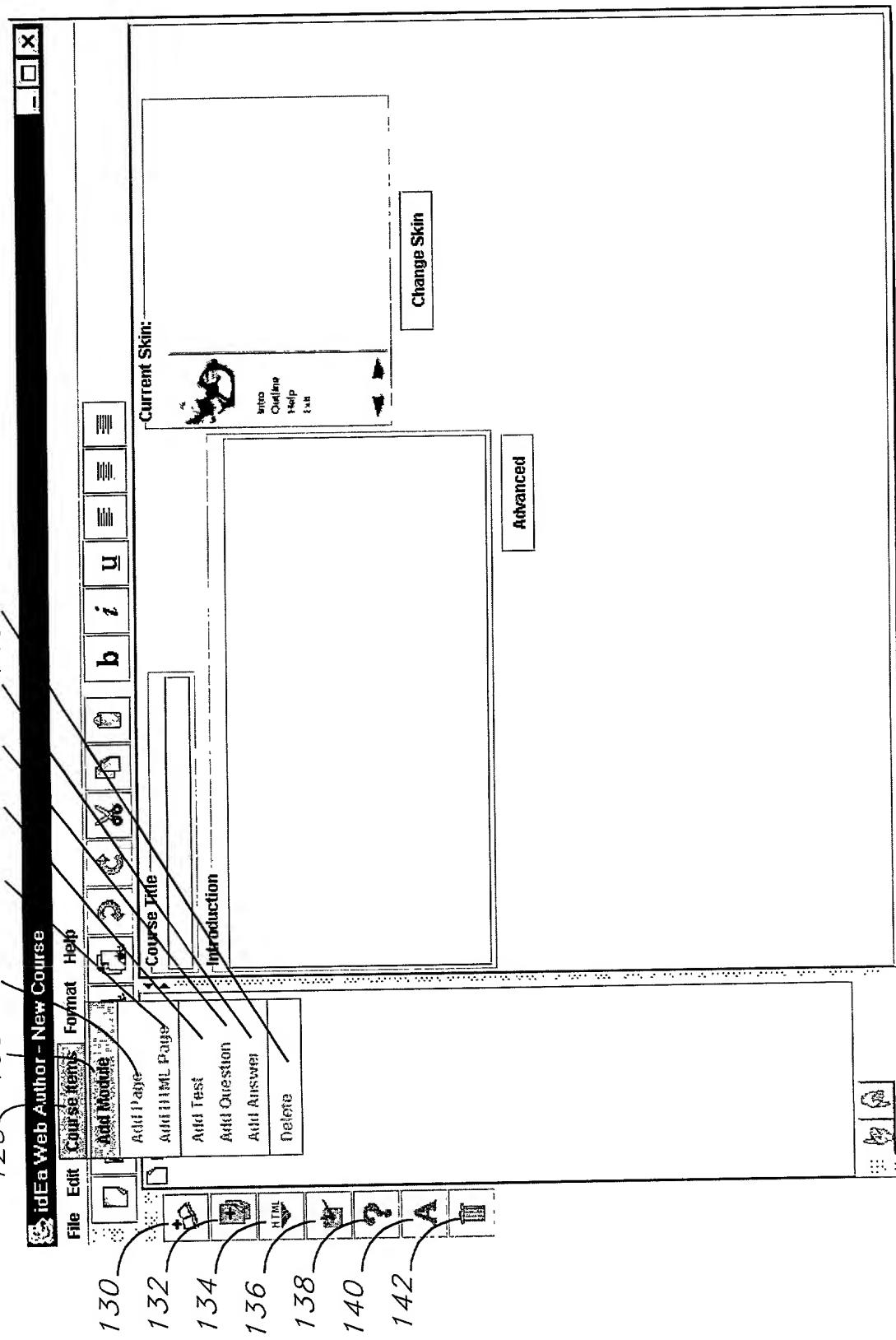
Fig. 151



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Fig. 16A

Fig. 16B



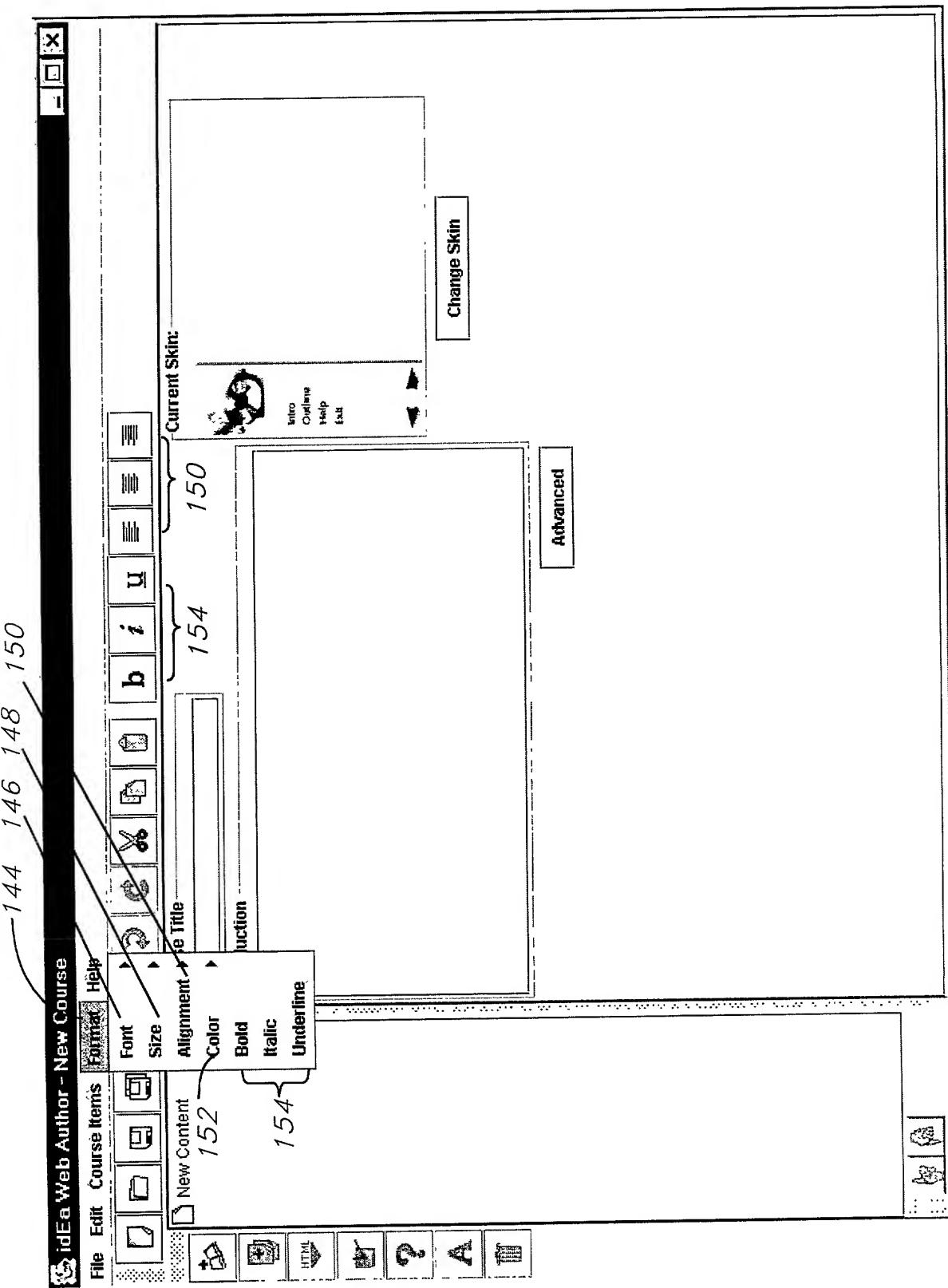
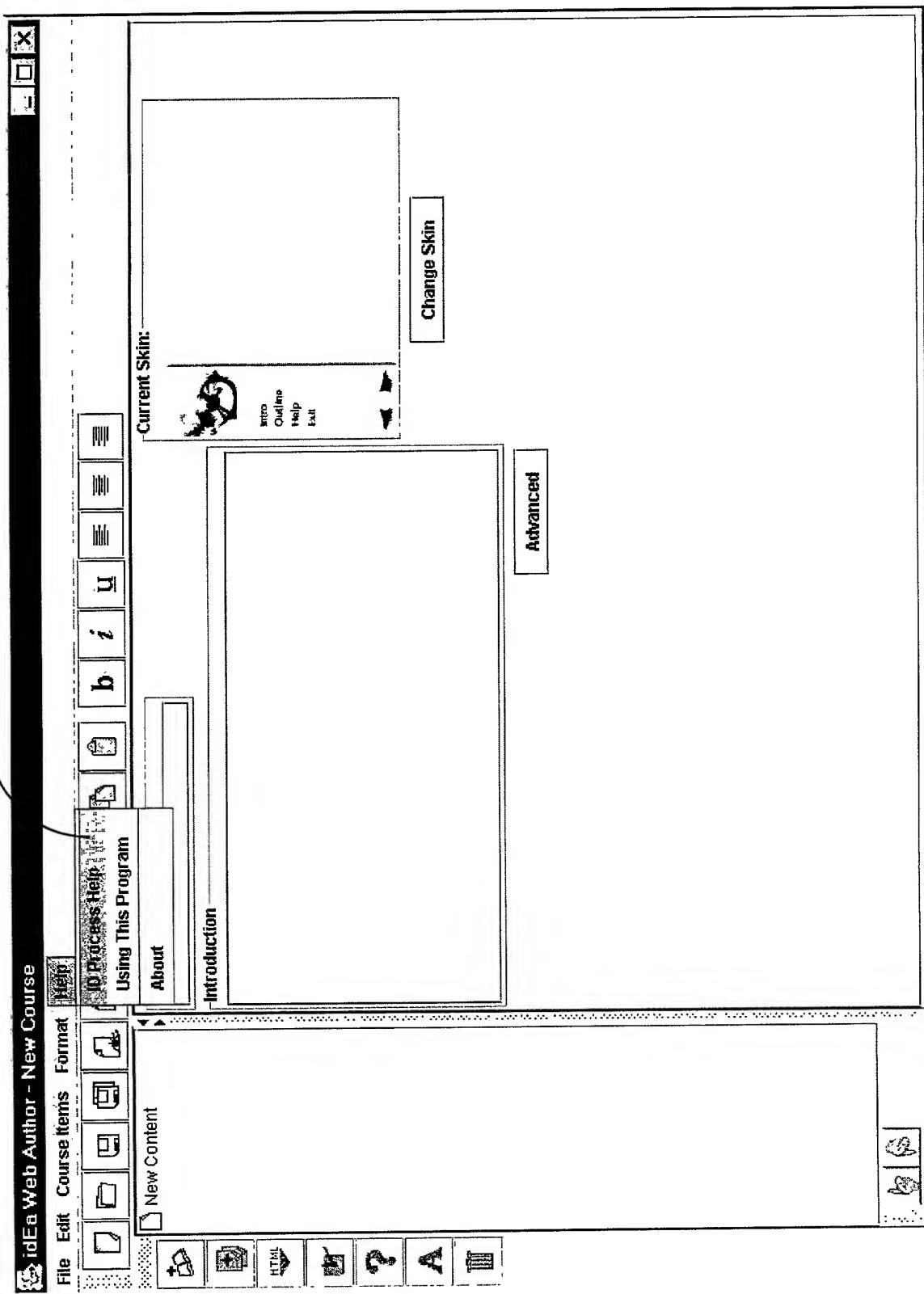
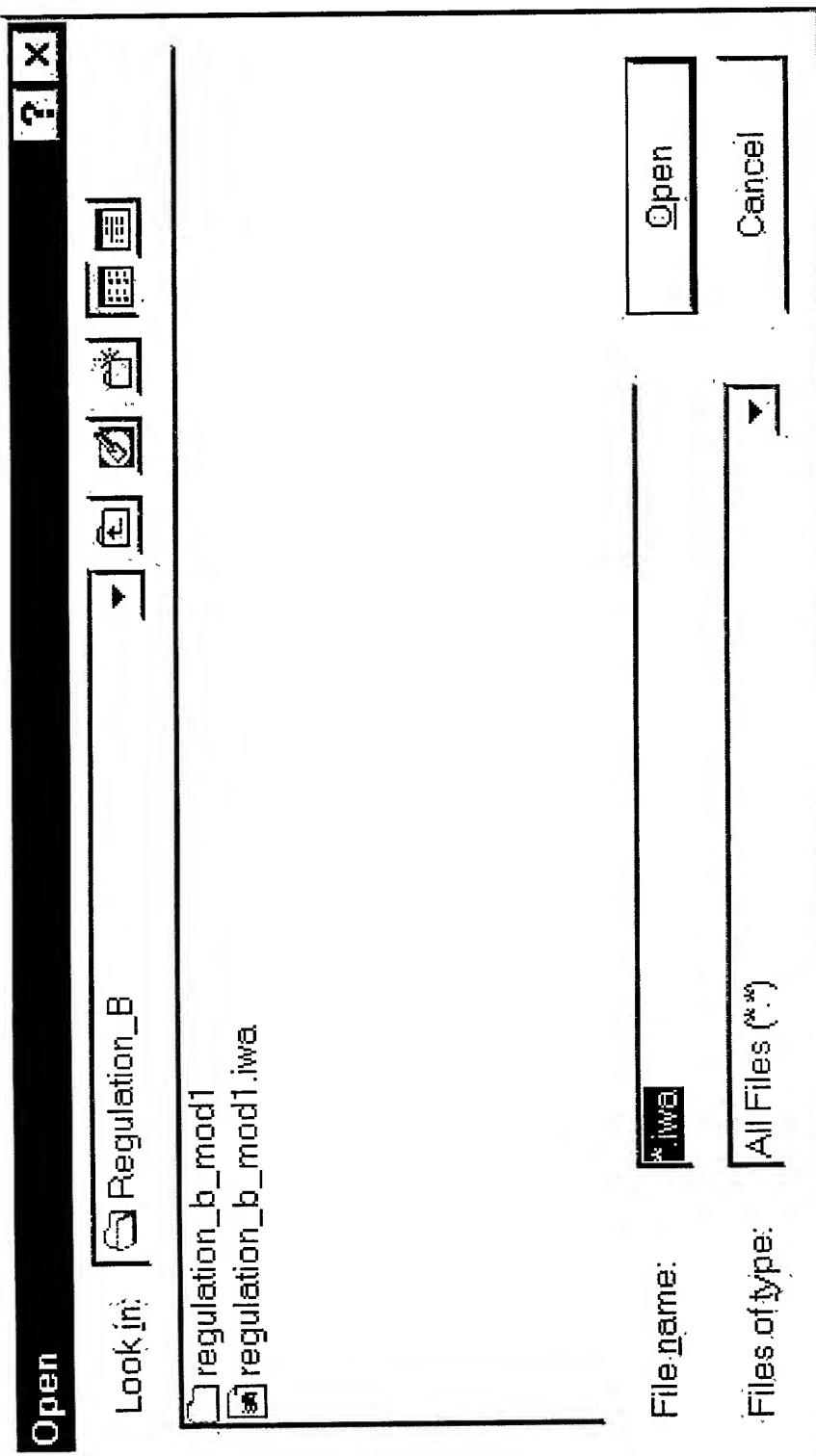


Fig. 16C

*Fig. 16D*



*Fig. 16E*



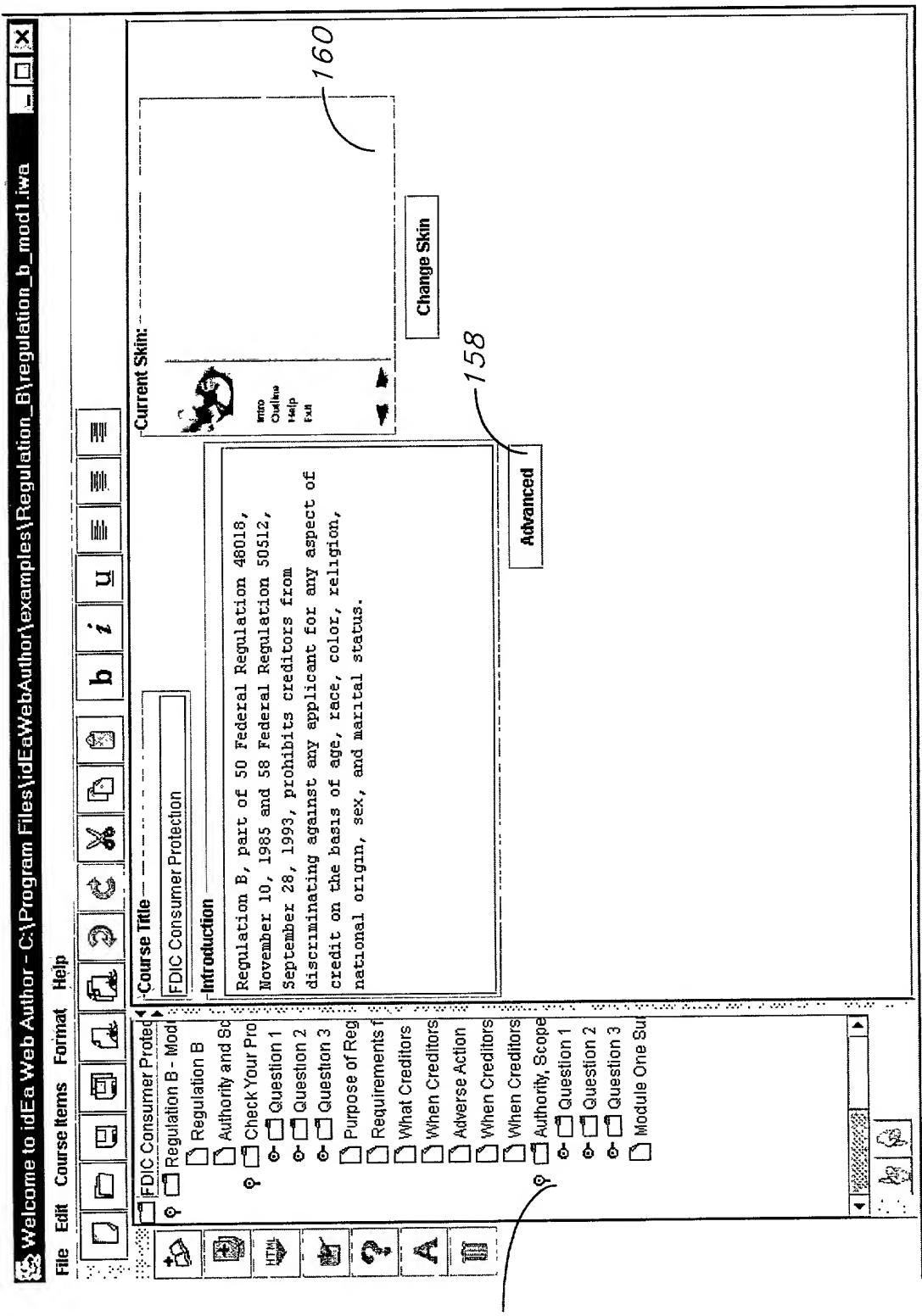


Fig. 16F

*Fig. 16G*

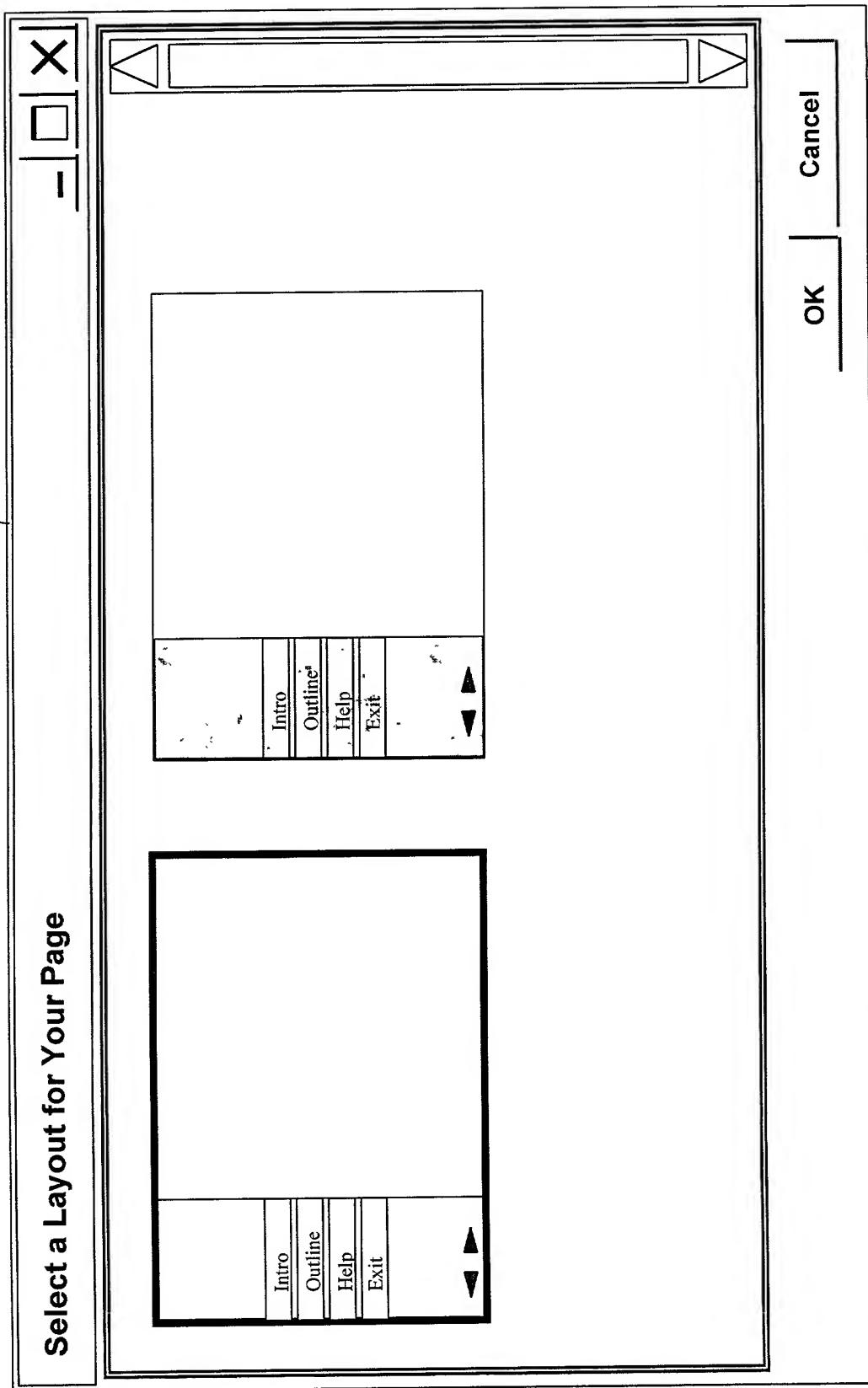
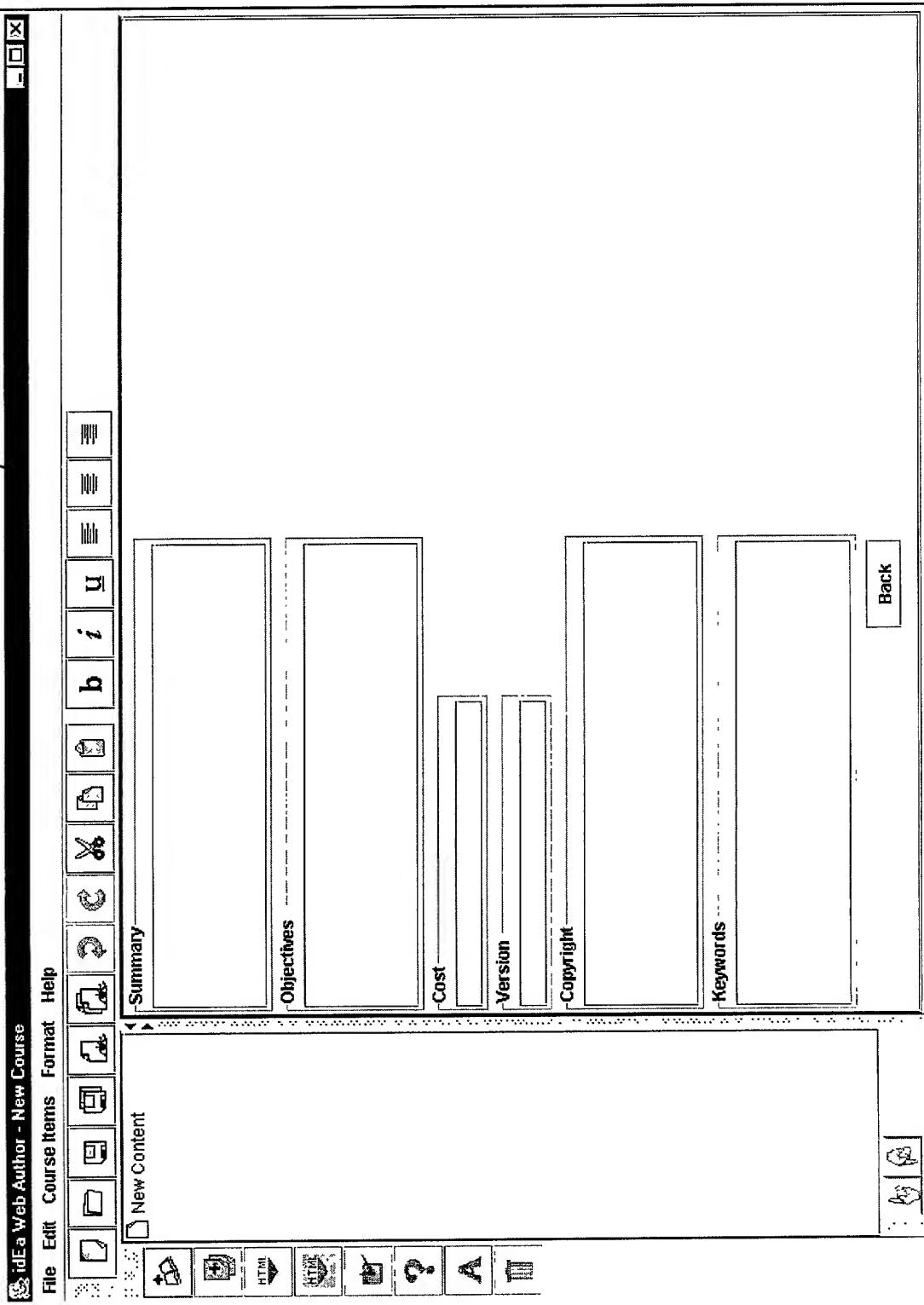


Fig. 16H



*Fig. 16I*

Welcome to idEA Web Author - C:\Program Files\idEAWebAuthor\examples\Regulation\_B\regulation\_b\_mod1.iwa

File Edit Course Items Format Help

Module Title Regulation B - Module One Objectives

Summary Welcome to Module One for Regulation B, Equal Credit Opportunity.

Objectives By the end of this module, you will be able to do the following:

- Authority, Scope
- Question 1
- Question 2
- Question 3
- Module One Summary

FDIC Consumer Protection  
Regulation B - Module One Objectives

Authority and Scope  
Check Your Progress  
Question 1  
Question 2  
Question 3  
Purpose of Regulation  
Requirements  
What Creditors  
When Creditors  
Adverse Action  
When Creditors  
Authority, Scope

HTML  
Question 1  
Question 2  
Question 3  
Module One Summary

Help  
Course Items  
Format  
File

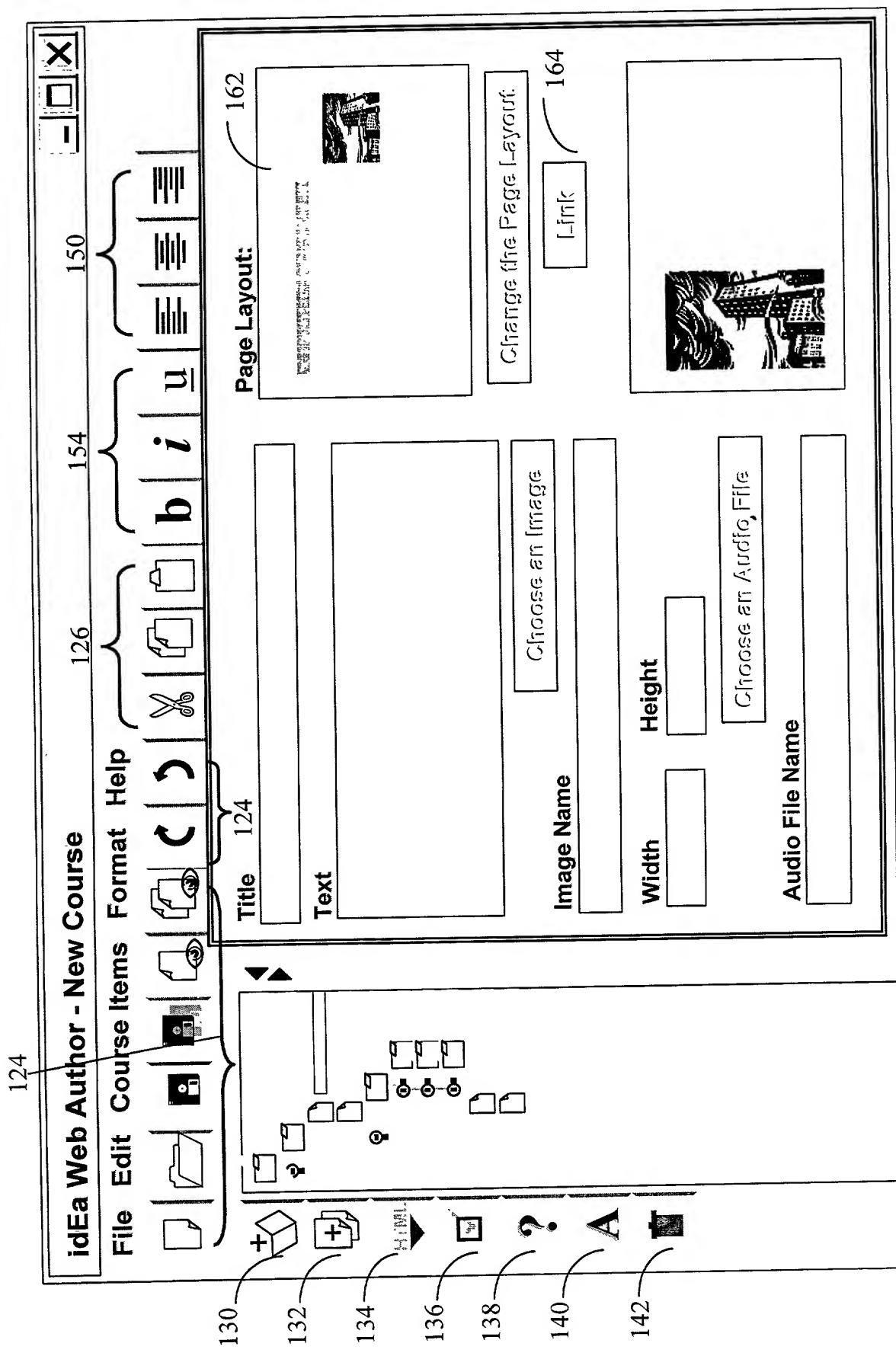


Fig. 16J

Fig. 16K

Welcome to idEa Web Author - C:\Program Files\idEaWebAuthor\examples\Regulation\_B\regulation\_b\_mod1.iwa

File Edit Course Items Format Help

FDIC Consumer Protection Regulation B - Mod1

Authority and Scope

Check Your Progress

Introduction

Review of Authority and Scope  
Equal Credit Opportunity (Regulation B)

Question 1  
Question 2  
Question 3  
Purpose of Reg  
Requirements  
What Creditors  
When Creditors  
Adverse Action  
When Creditors  
Authority, Scope

Question 1  
Question 2  
Question 3  
Module One Summary

Scoring

Passing score (percentage)  
100

Feedback

Feedback for passing score:  
Good job!!!

Feedback for failing score:  
Sorry, you did not pass this progress check.

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Fig. 16L

New Question

- |  X

Select the Type of Question You Wish to Add.

True/False  
 Fill in the Blank  
 Multiple Choice  
 Matching  
 Ranking  
 Scenario

OK | Cancel

Fig. 16M

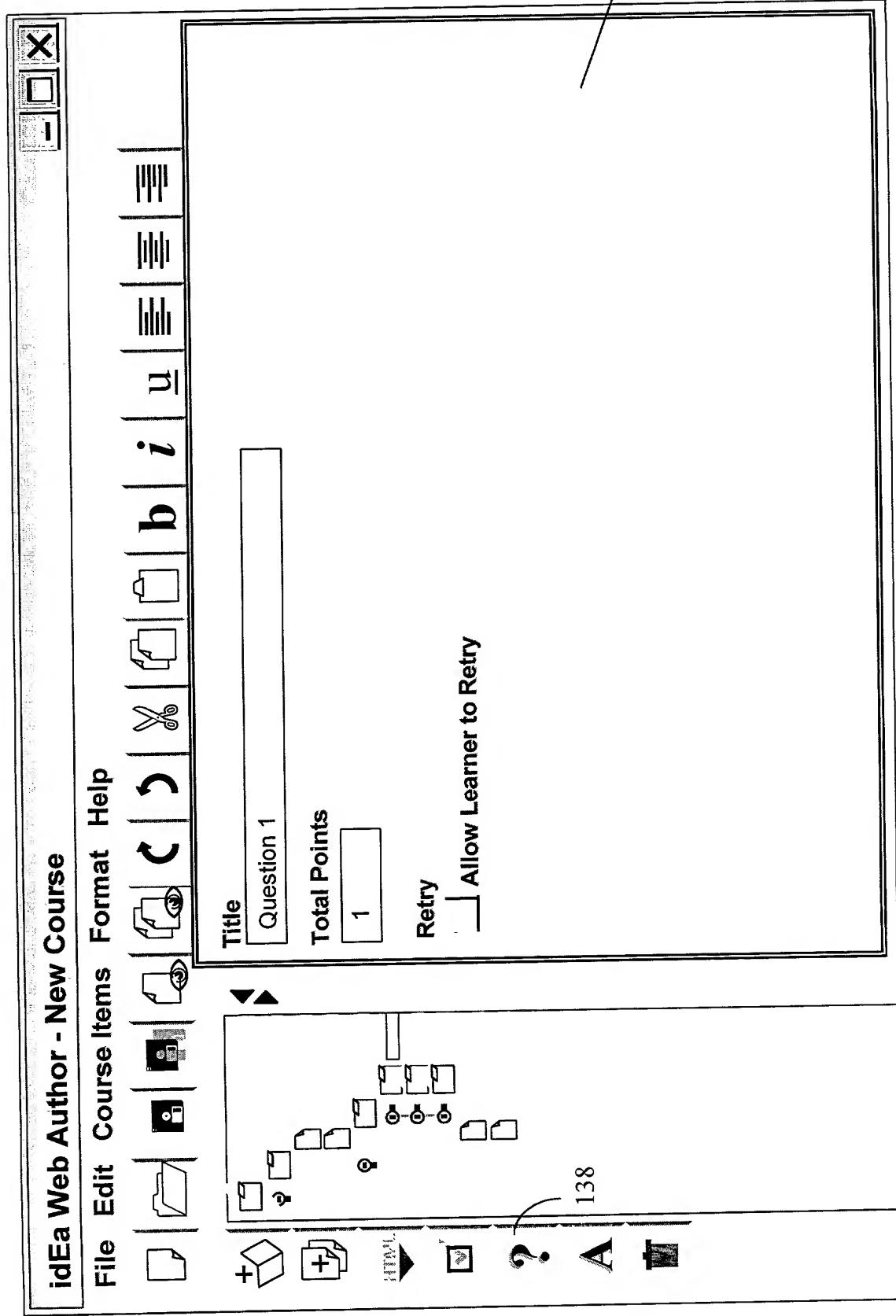


Fig. 16N

Welcome to idEA Web Author - C:\Program Files\idEA\WebAuthor\examples\Regulation\_B\regulation\_b\_mod1.lwa

File Edit Course Items Format Help

Check Your Progress

Question 1  
Possible Answers  
Feedback

Question 2  
Purpose of Regulation B  
Requirements for Creditors  
What Creditors Can Do  
When Creditors Can Refuse  
Adverse Action  
When Creditors Take Adverse  
Authority, Scope, and Purpose

Question 3  
Feedback

Question 1  
Possible Answers  
notify ...  
report ...  
retain ...  
collect ...  
provide ...  
Feedback

Question 2  
Fill in Blank  
Feedback

Question 3  
Module One Summary

Question Text

Regulation B is issued by the </blank> pursuant to title VI  
(Equal Opportunity Act) of the Consumer Protection Act.

A. Office of Management and Budget  
B. Board of Governors of the Federal Reserve System

Blank \_\_\_\_\_

Use semicolons to separate multiple correct answers.)

B \_\_\_\_\_

 FDIC Consumer Protection - Microsoft Internet Explorer

## Regulation B - Module One Objectives



### Summary

Welcome to Module One for Regulation B, Equal Credit Opportunity.

### Objectives

By the end of this module, you will be able to do the following:

- Identify statements that correctly explain the authority and scope of Regulation B by checking the correct statements.
- Identify what creditors can and cannot do by checking the correct statements.
- Demonstrate knowledge of how to implement Regulation B, given typical scenarios.

### Outline

### Help

### Exit

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Fig. 17A



## Table of Contents

### FDIC Consumer Protection

### Regulation B - Module One Objectives

- Regulation B
- Authority and Scope
- Check Your Progress
- Purpose of Regulation B
- Requirements for Creditors
- What Creditors Can Do
- When Creditors Can Refuse Credit
- Adverse Action
  - When Creditors Take Adverse Action
  - When Creditors Take Adverse Action
- Authority, Scope, and Purpose
- Module One Summary



Intro  
Outline  
Help  
Exit

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Fig. 17B

The screenshot shows a Microsoft Internet Explorer window with the title bar "USING THIS COURSE - Microsoft Internet Explorer". The main content area displays the text "USING THIS COURSE" followed by a horizontal menu bar with links: "Navigation | Audio/Video Controls | Introduction | Outline | Exit | Taking Tests |". Below this, the word "Navigation" is highlighted with a red oval. A large red arrow points from the bottom left towards the "Navigation" link. The status bar at the bottom of the browser window shows the number "168".

USING THIS COURSE

| Navigation | Audio/Video Controls | Introduction |  
| Outline | Exit | Taking Tests |

Navigation

168

To go through this course from beginning to end, use the *Back* and *Next* buttons. These buttons, which look like arrows pointing left and right, appear near the bottom of the window.

The Next button will always take you to the next page in the course.

The Back button will always take you back to the page you were previously looking at. You can click on the Back button repeatedly to go back to all the pages you previously looked at. It works just like the Back button in a virtual browser.

Fig. 17C



## Question #2

Regulation B is issued by the \_\_\_\_\_ pursuant to title VI (Equal Opportunity Act) of the Consumer Protection Act.

- A. Office of Management and Budget
- B. Board of Governors of the Federal Reserve System

Type your answer:

Feedback:



[Intro](#)  
[Outline](#)  
[Help](#)  
[Exit](#)

Fig. 17D

# Compiled Course

(Course Player)

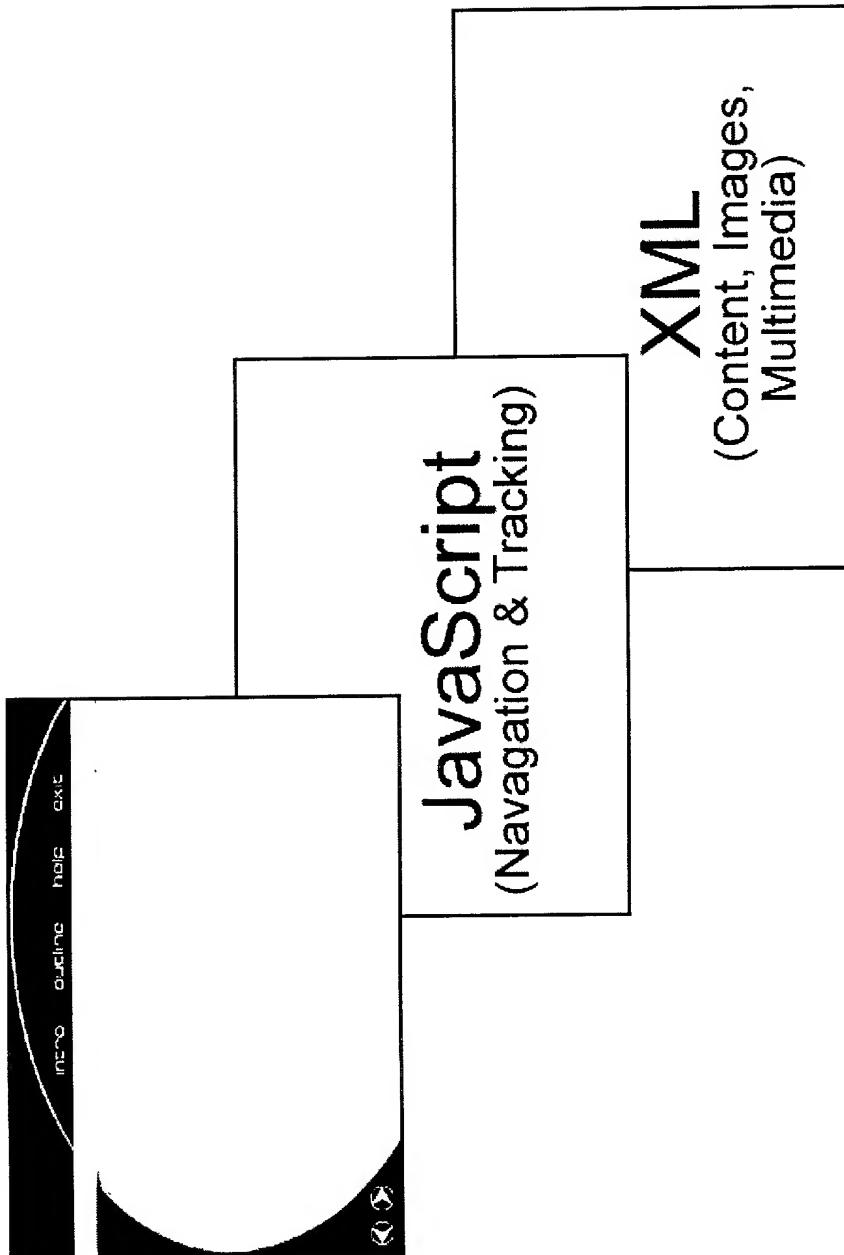


Fig. 18

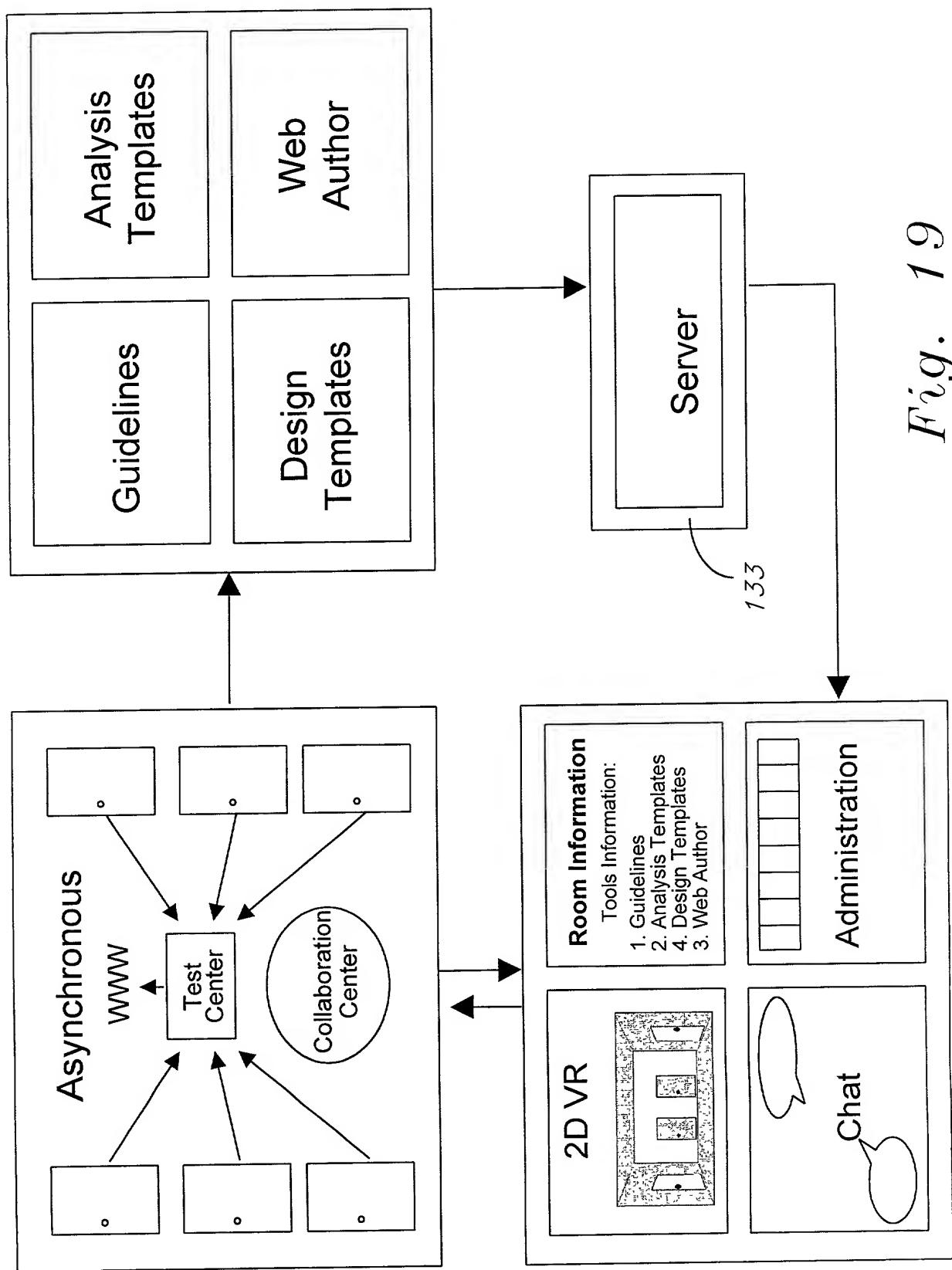
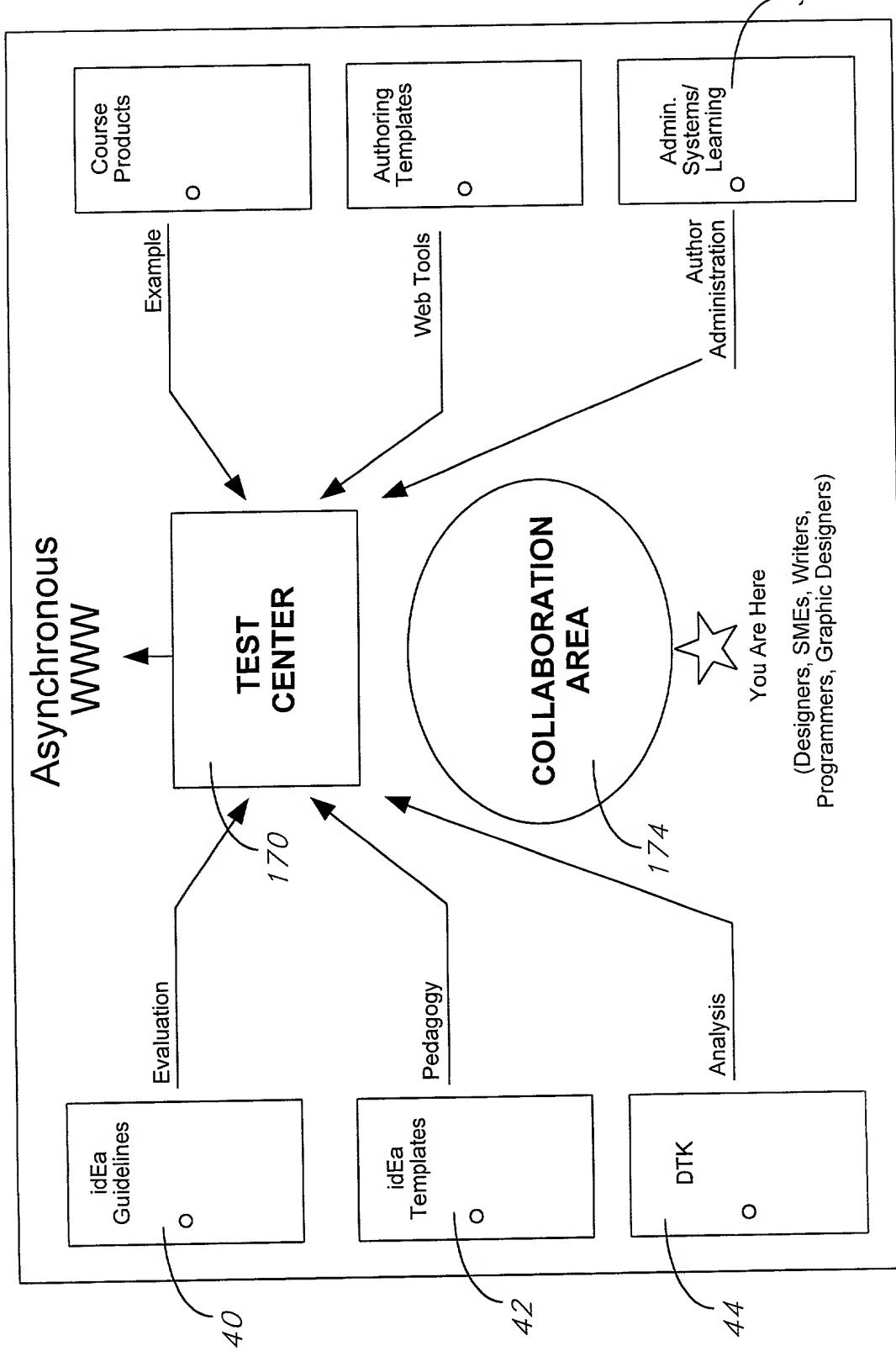


Fig. 19

Fig. 20



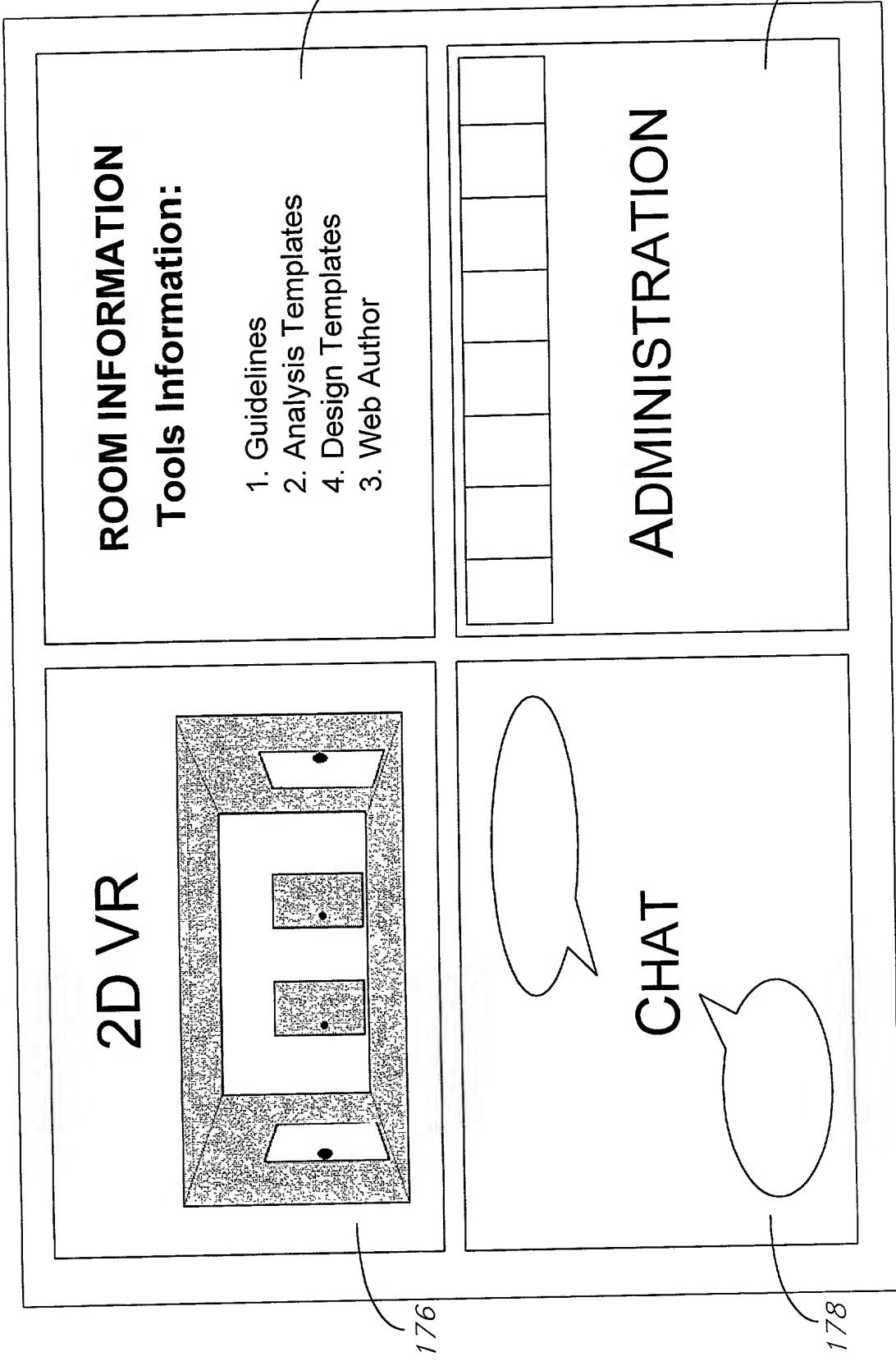
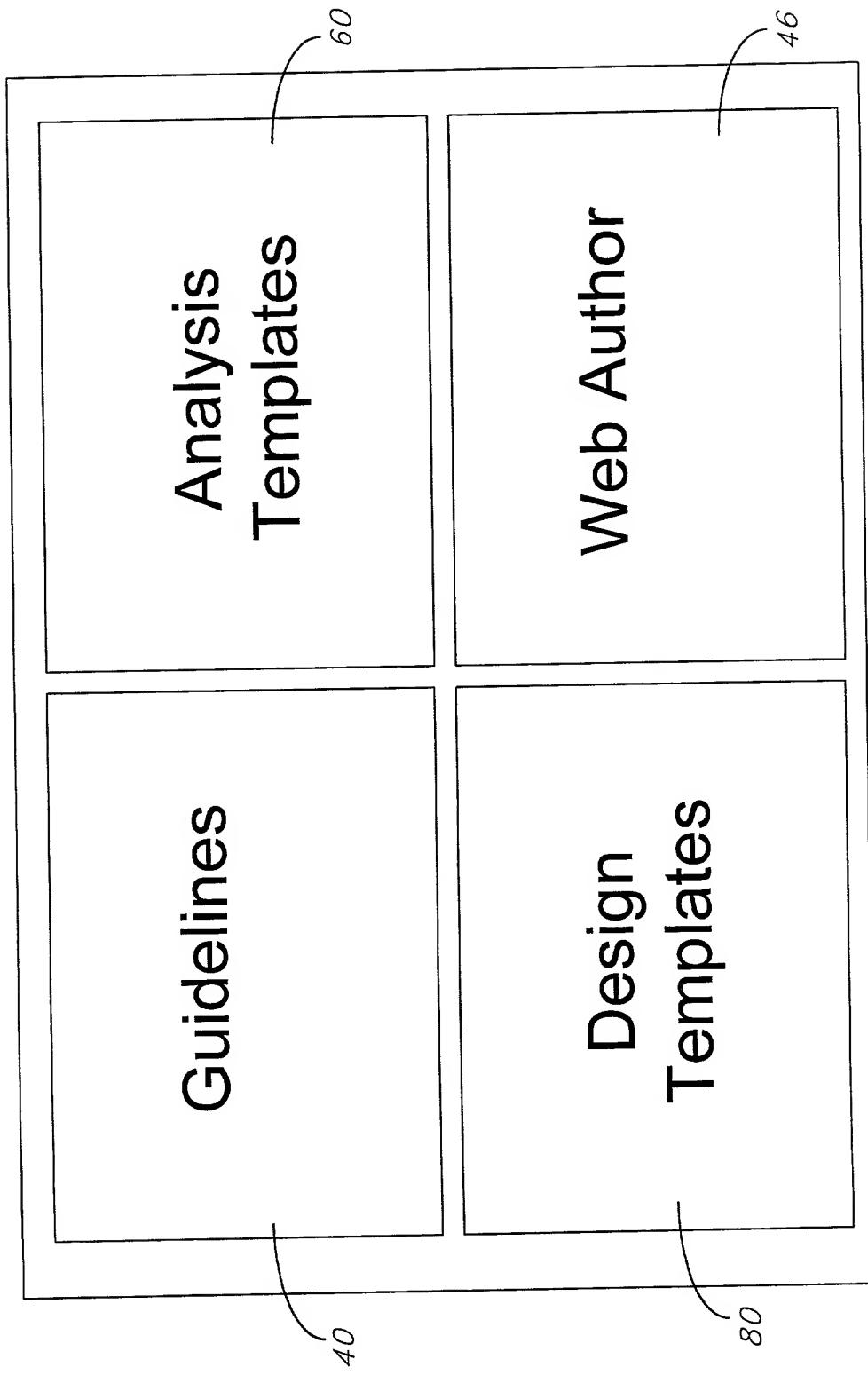


Fig. 21

*Fig. 22*



*Fig. 23*

